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ABSTRACT

The information in this supplementary notebook is intended to provide teachers with additional materials, ideas, suggestions, and activities to help in implementing the Applied Communication modules that combine language arts skills with vocational applications. The Applied Communication instructional materials were funded and developed by a consortium of states and Canadian provinces in association with the Agency for Instructional Technology. Fifteen modules discuss student assessment, writing activities, cooperative learning, teacher's role in cooperative learning, and hints for cooperative learning. Types of materials and activities include suggestions for discussions and field trips, charts, problem-solving simulations, completion of sample job applications, and rating sheets. Tests are provided for each module. The modules cover these topics: communicating in the workplace; gathering and using information in the workplace; using problem solving strategies; starting a new job; communicating with coworkers; participating in groups; following and giving directions; communicating with supervisors; presenting one's point of view; communicating with clients and customers; making and responding to requests; communicating to solve interpersonal conflict; evaluating performance; upgrading, retraining, and changing jobs; and improving the quality of communication. Some additional forms and samples are appended. (YLB)

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FLORIDA TEACHING SUPPLEMENT

APPLIED COMMUNICATION

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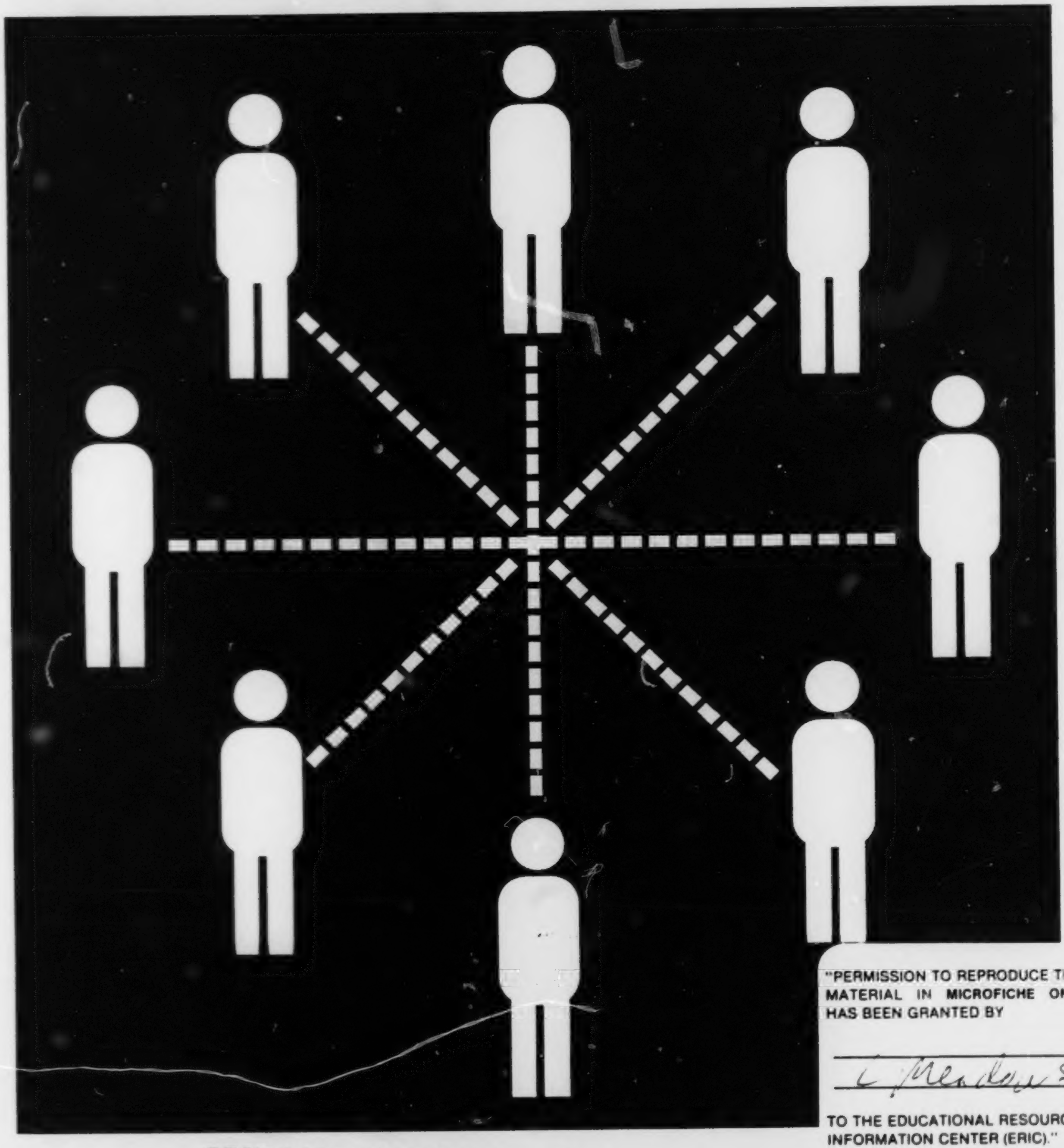

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FLORIDA TEACHING SUPPLEMENT

APPLIED COMMUNICATION

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INTRODUCTION

Vocational training and academic education, once viewed as two separate segments of the educational system, have now achieved a mutually beneficial partnership through an integrated new instructional approach called the Applied Curriculum. The Applied Communication instructional materials, funded and developed by a consortium of states and Canadian provinces in association with the Agency for Instructional Technology, have been used in Florida for several years. These modularized materials have been used successfully to teach English skills applicable to the workplace.

Building on this positive experience with the instructional materials, the Florida DVACE decided that a special teaching supplement should be developed to enhance or supplement the already well-designed materials. This document was drafted by a writing team of experienced applied communication teachers.

BACKGROUND

The technological advances of this decade and the changes predicted for the coming century call for a close examination of the language arts skills currently being taught in English classrooms. More important than the traditional language skills included in many school curricula today are the communication skills needed to function in an increasingly complex world.

The demands on individuals in the work force today are as diverse as the people themselves. As emphasis shifts from an industrial to an information-based economy, new skills are needed. Today's world calls for people adept in the arts of communication: people who can give, receive, and interpret information delivered in various ways. In tomorrow's workplace, these skills must be combined with critical-thinking and problem-solving skills as well as technical skills to create an environment where employees actively communicate and work in teams to be productive on the job and effective in community and family roles.

In addition to national curriculum reform efforts, which focus on essential learning skills taught in conjunction with technical skills, some new instructional materials are available which provide an integrated approach to learning. One such set of materials, combining language arts skills with vocational applications, is called Applied Communication.

The information in this supplementary notebook is intended to provide teachers with additional materials, ideas and suggestions, and activities to help in the implementation of the Applied Communication modules.

DESCRIPTION OF MATERIAL

There are 15 modules included in the Applied Communication materials. Each module consists of ten 40- to 55-minute lessons designed to broaden existing communication skills through practice, simulations, and a variety of learning activities. Each module also includes two video segments of approximately eight to twenty minutes in length. The first video introduces the module concepts while the follow-up segment reviews the content. The videos show young adults in a variety of workplace settings.

Titles of the Applied Communication Modules:

- Communicating in the Workplace
- Gathering and Using Information in the Workplace
- Using Problem-solving Strategies
- Starting a New Job
- Communicating with Co-Workers
- Participating in Groups
- Following and Giving Directions
- Communicating with Supervisors
- Presenting Your Point of View
- Communicating with Clients and Customers
- Making and Responding to Requests
- Communicating to Solve Interpersonal Conflict
- Evaluating Performance
- Upgrading, Retraining, and Changing Jobs
- Improving the Quality of Communication

Several alternatives are available to the teacher using these modules:

(1) The 15 modules, which can be used in any order, can be the basis for a two-year stand-alone course called Applied Communication. In the stand-alone course, the teacher will need to add literature as well as writing assignments to meet Florida's requirements for a language arts credit.

(2) Another alternative is to infuse the Applied Communication modules into existing language arts courses. Literature and writing assignments are included for a language arts credit.

The teacher can determine the order of the modules used. As a stand-alone course, one possible way to present the modules includes:

Grade 11 Modules 1, 2, 4, 5, 10, 7, 11, 15

Grade 12 Modules 6, 3, 8, 9, 12, 13, 14

As with any curriculum, teachers may supplement the content of the Applied Communication modules with a variety of outside resources that could include report and research writings, field trips, guest speakers, and other teacher-designed activities.

WHO SHOULD TAKE APPLIED COMMUNICATION?

The modules are designed for average students. The purpose of the modules is to strengthen students verbal and nonverbal communication skills. Keep in mind the importance of RAISING STUDENT EXPECTATIONS!

CREDIT

Whether the curriculum materials are used in a stand-alone course called Applied Communication or infused into existing English courses, one language arts credit is earned for each year. Each credit meets Florida's graduation requirement in language arts.

CERTIFICATION

Teacher certification in Florida is established and controlled by Florida Statute and State Board rules. The State Course Code Directory provides the certification coverage appropriate for an individual to teach in specific areas or fields.

For the stand-alone Applied Communication course, teacher certification is English 1, 2, @4, @8, or Business Education 1, 2, @4.

If a teacher infuses the module into an existing English course, teacher certification is English 1, 2, @4.

CURRICULUM FRAMEWORK AND STUDENT PERFORMANCE STANDARDS

All courses offered in Florida schools must teach toward the intended outcomes established in the curriculum framework and student performance standards for the course.

ASSESSMENT OF STUDENT PROGRESS

When new curriculum materials are introduced, the question arises about the best way to monitor student achievement.

The Applied Communication materials and activities lend themselves readily to a variety of measurement strategies. The materials in each module include checklists and other evaluative tools that may be used by teachers or by students as either peer or self-evaluation instruments. Lessons 8, 9, and 10 or "follow-up" can frequently be used as tools, also. Additional assessment ideas are presented in this notebook that can be used in each module.

WRITING ACTIVITIES

The Applied Communication materials generally do not require students to write at length. Those writing assignments called for in the modules tend to be short responses, paragraphs, or memos. Many teachers have incorporated writing assignments such as journals or learning logs into their instruction. This daily type of writing fits in well with the Applied Communication materials. Other teachers have included a research paper linked to a prospective career as an extended writing assignment. Frequently, suggested assignments within the modules can be expanded to include more lengthy or in-depth writing activities. Many assignments introduce or reinforce the writing process by asking students to brainstorm ideas, draft an initial copy, have a peer review or comment on a piece of writing, and proofread carefully for errors. Opportunities abound to have students "publish" their writing by sharing with a group, posting finished work in the classroom, compiling a class newsletter, or sending a letter to a businessperson.

COOPERATIVE LEARNING

The Applied Communication materials provide many opportunities for students to work in groups on projects, discussions, or simulations.

The basic elements of cooperative learning include:

Positive Interdependence: Students must feel that they need each other in order to complete the group's task, that they "sink or swim" together. Some ways to create this feeling are through establishing **mutual goals** (students and group members must learn the material), **joint rewards** (all group members must achieve above a certain percentage on the test for each to receive bonus points), **shared materials and information** (one paper for each group or each member receives only part of the information needed to do the assignment), and **assigned roles** (each group member is assigned a role; i.e., summarizer, encourager of participation, elaborator).

Face-to-Face Interaction: No magic exists in positive interdependence in and of itself. Beneficial educational outcomes are due to the interaction patterns and verbal exchanges that take place among students in carefully structured cooperative learning groups. Oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges.

Individual Accountability: Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. Thus, it is important to frequently stress and assess individual learning so that group members can appropriately support each other. Some ways of structuring individual accountability are by giving each group member an individual exam or by randomly selecting one member to give an answer for the entire group.

Interpersonal and Small-Group Skills: Students do not come to school with the social skills they need to collaborate effectively with others. Therefore, teachers need to teach the appropriate communication, leadership, trust, decision-making, and conflict management skills to students and provide the motivation to use these skills so groups can function effectively.

Group Processing: Processing means giving students the time and procedure to analyze how well their groups are functioning and how well they are using the necessary social skills. Processing helps all group members achieve while maintaining effective working relationships among members. Feedback from the teacher and/or student observers on how well they observed the groups working may help processing effectiveness.

The teacher's role in cooperative learning environments involves making decisions, setting tasks and establishing positive interdependence, monitoring and intervening, and evaluating and processing. This role is summarized in the diagram on the next page.

COOPERATIVE LEARNING GROUP ROLES

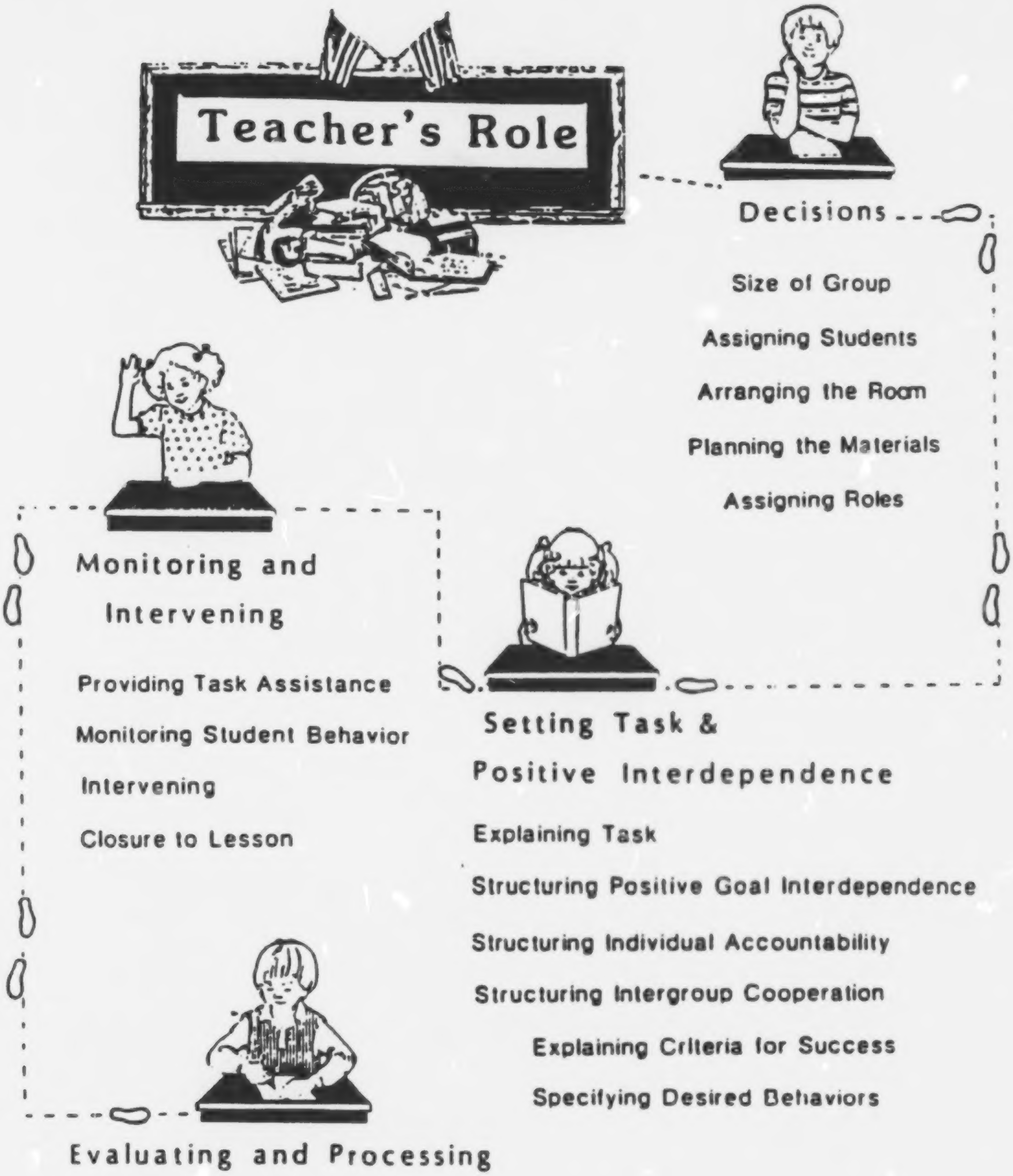
PRAISER:
Your job is to say something positive about each member's ideas. Try to point out the good rather than the bad.

CHECKER:
Your job is to check to see that everyone understands the assignment or problem.

RECORDER:
Your job is to write down the ideas discussed by all the group members.

ENCOURAGER:
Your job is to get all the members involved in the discussion.

OBSERVER:
Your job is to keep track of how well the group is processing the task.



Teacher's Role

Decisions

- Size of Group
- Assigning Students
- Arranging the Room
- Planning the Materials
- Assigning Roles

Setting Task & Positive Interdependence

- Explaining Task
- Structuring Positive Goal Interdependence
- Structuring Individual Accountability
- Structuring Intergroup Cooperation
- Explaining Criteria for Success
- Specifying Desired Behaviors

Monitoring and Intervening

- Providing Task Assistance
- Monitoring Student Behavior
- Intervening
- Closure to Lesson

Evaluating and Processing

- Evaluating the Quantity and Quality of Student's Learning
- Assessing Group Functioning

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HELPFUL HINTS FOR COOPERATIVE LEARNING

1. Prepare the classroom for cooperative behavior.
2. Evaluate what works and what doesn't and why.
3. Don't be afraid to change a student's group placement.
4. Have each group be a microcosm of your classroom.
5. Determine team recognition.
6. Feel free to put a quality control component into the strategies. You have total control.
7. Give the strategies time to work. Be patient and don't give up.

There are many ways to evaluate the cooperative learning groups, one being teacher observation. The following chart activity might prove helpful.

COOPERATIVE LEARNING ACTIVITY

When a teacher begins using cooperative learning groups, it is important that the class understands the processing of information.

Put one of the following sentences on the board each day. Have the group discuss and finish the sentence.

The most helpful thing anyone did today was . . .

We are really good at . . .

We could do better at . . .

One word we would use to describe how our group worked today is . . .

When someone in our group was not contributing ideas, we . . .

Today we really needed someone to . . .

I really feel good when other members of my group . . .

INTEGRATING LITERATURE SELECTIONS

Some teachers select works of literature that focus specifically on module concepts while others don't. In either case, class discussion could tie work ethics, workplace relevancy, interpersonal skills, communication skills, etc., in to the course.

Literature in Applied Communication courses will be selected for the most part from adopted literature texts in current use. Instructor's Guides to Applied l/Communication modules contain lists of suggested literary selections. For a bibliography geared specifically to the world of work, consult the *Implementation Guide for Applied Communication in Oregon* document.

CONCLUSION

As stated earlier, Applied Curriculum teachers will utilize a variety of teaching styles to keep students actively involved in their learning. Teachers, too, can learn from *their* peers and are encouraged to share their "tricks of the trade" with one another. Visiting each others' classrooms, even in other schools or districts, to see how other teachers manage the cooperative learning environment is strongly suggested. By observing successful teaching practices, good experienced teachers will be able to apply new ideas and models to their own situation. With support and encouragement from their administrators, teachers can make cooperative learning better for themselves and their students.

Module 1:
Communicating in the Workplace

LESSON 1A

The students should be divided into pairs. During a five-minute conversation, each student should find out the information listed below about his or her partner and write it on a sheet of paper. Each student will then introduce his or her partner to the rest of the class. A picture of each student may be taken and attached to the information sheet.

1. Name:
2. Nickname:
3. Interests:
4. Activities:
5. Career(s) of choice:
6. School(s) of choice:

LESSON 1B

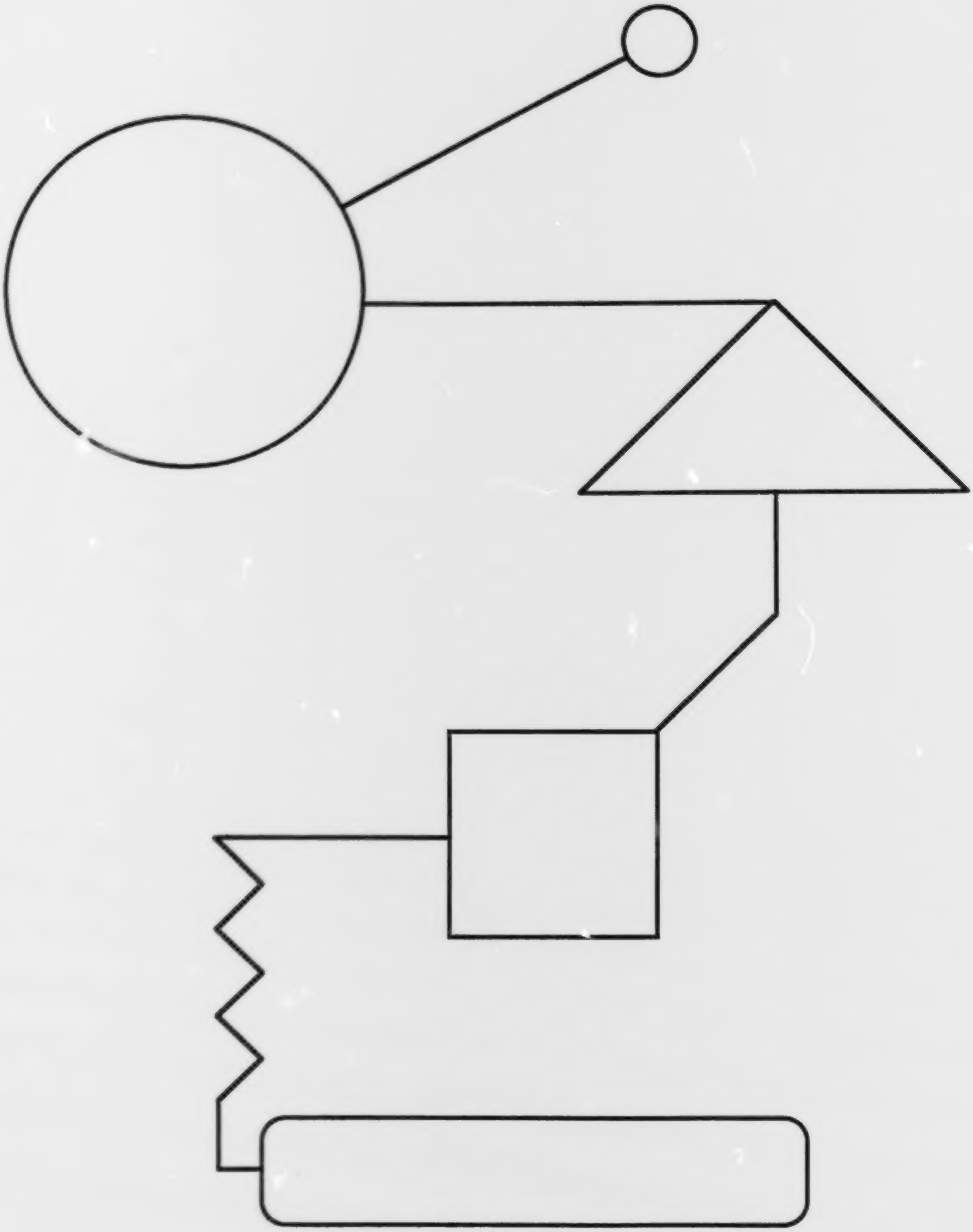
Pairs of students are seated back to back. One in each pair is Student A, the other is Student B.

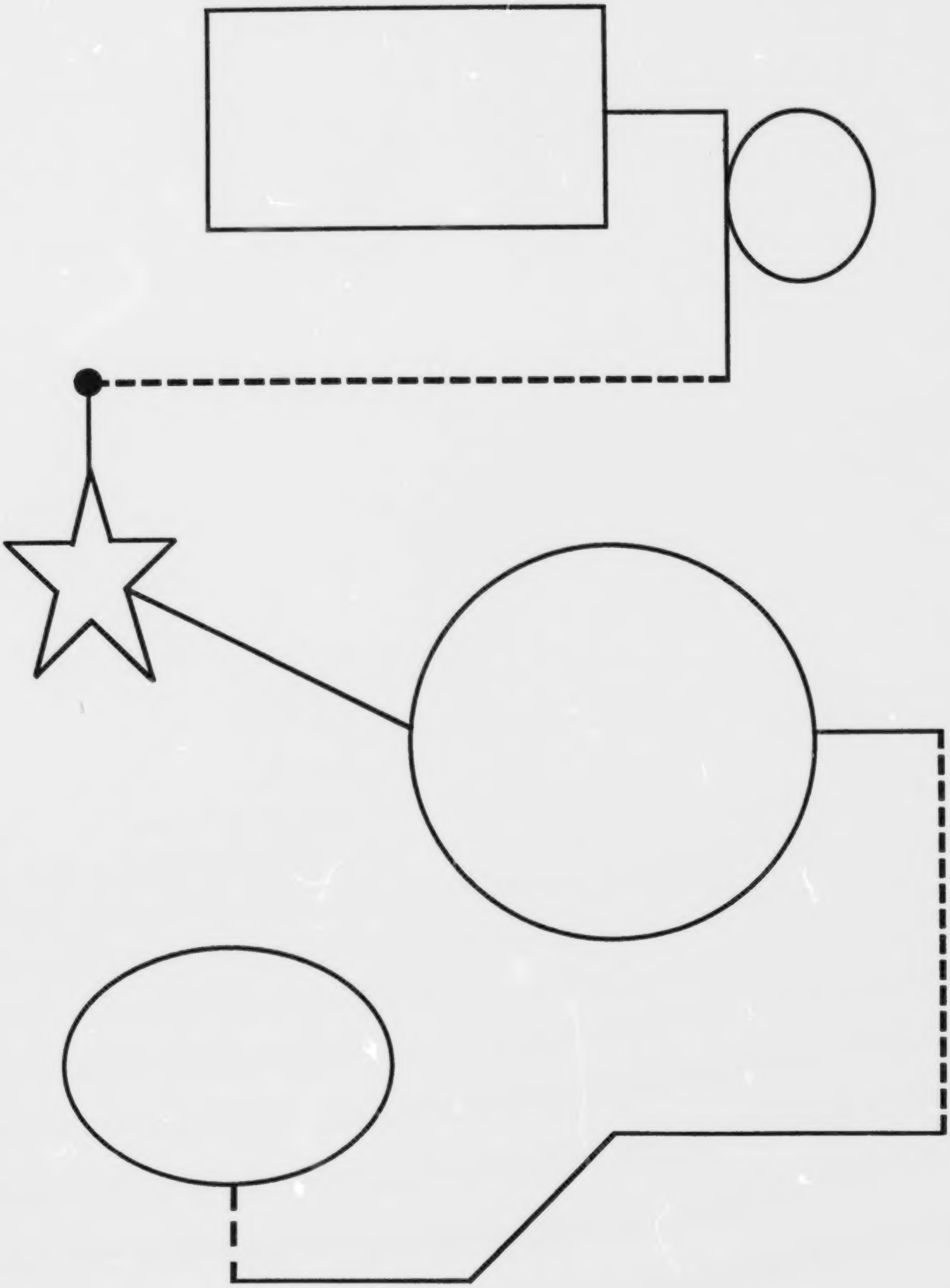
Part I

This portion of the activity demonstrates one-way communication. Student A is given a copy of Diagram 1A. He or she tells Student B to reproduce the diagram. Student B **may not** ask for any directions during this activity.

Part II

This portion of the activity demonstrates two-way communication, emphasizing the advantages of receiving feedback. Student B is given a copy of Diagram 1B. He or she tells Student A to reproduce the diagram. Student A **may** ask for directions during this activity.





LESSON 2

Lead a discussion on how to deal with deadlines and interferences using the chart below and the transparency master on the following page. Then do simulation 3.

Simulation 3: Optional directions

Working in pairs, have students play the role of a supervisor training a new employee. Using the text given, students should read or speak the information to their partners.

Deadline and Interference Chart

PROBLEM	POSSIBLE SOLUTION
Deadlines	
Interference from the Environment	
Interference from the Sender	
Interference in the Message	
Interference from the Receiver	

Deadline and Interference Activity

PROBLEM	POSSIBLE SOLUTION
Deadlines	Both sender and receiver * expect and set realistic deadlines * question unreasonable deadlines * stay calm and organized
Interference from the Environment	Both sender and receiver * select a quiet place * select an appropriate form * minimize distractions (ex: close door)
Interference from the Sender	As a sender * select accurate, relevant information * organize the information logically * attend to the receiver's feedback * build upon the receiver's comments and ideas As a receiver * politely interrupt and ask for explanations if you're confused * listen for key words and main ideas
Interference in the Message	As a sender * select precise terms * include all necessary information * avoid wordiness As a receiver * listen/read for familiar or precise terms * listen/read for omissions * refer to a dictionary, illustrations, etc.
Interference from the Receiver	As a receiver * listen with an open mind * don't prejudge the sender or the ideas * ask a question only if the sender indicates a willingness to answer As a sender * identify possible bias in receiver; avoid points or examples that relate to that bias * politely ask receiver for feedback

LESSON 5

Skimming and Scanning Activity Using the Newspaper

Provide students with a newspaper and a copy of the questions below. After approximately 10 minutes, have each student use skimming and scanning techniques to answer the questions.

1. In what section is the business information found?
2. What is the projected weather forecast?
3. What is the main headline in the sports section?
4. What are two major world events that appear in the paper?
5. What are three local events that appear in the paper?

Skimming and Scanning Activity

Directions: Use your workbook to find the answers to the following questions. All answers will be numerical. Place the number in the blank before that question. If your answers total 256, you have a perfect paper.

___ 1. The contents page for this book lists each lesson and its topic. In which lesson will you learn about *Listening in the Workplace*?

___ 2. A summary of the first seven lessons begins on this page.

___ 3. Lessons 1 through 7 are designed alike. Compare any two lessons and give the number of parts to each lesson.

___ 4. On what page is the follow-up for Lesson 5?

___ 5. Turn to Lesson 4 and read through the Example section. Of the fourteen greatest human fears, what rank does speaking in public have according to the *Book of Lists*?

___ 6. Turn to page 45. Here you will get a chance to apply your newly learned communication skills in a specific occupation. If you were interested in Health Occupations, on what page would Lesson 8 begin?

___ 7. Compare Lessons 8, 9, and 10 for more than one occupation. Which of these lessons gives information about *Writing at Work*?

___ 8. If you were interested in business and marketing, on what page would you be asked to read an order form and complete the follow-up activity?

___ 9. Refer to Lesson 3. How many "Additional Techniques for Effective Listening" are listed?

___ 10. *Communicating in the Workplace* is the first module in a series that you will be using this year. How many *Applied Communications* modules are in the entire series? (Location Hint: Look toward the introductory pages.)

___ TOTAL

Application

Students should choose one world event from the newspaper and summarize the article in no more than five sentences.

LESSON 8

Follow-up

All Occupations

Students may be instructed to observe school personnel using correct listening and speaking strategies. Students may rate the personnel observed by using the evaluation on page 50.

MODULE 1 EVALUATION

In an effort to strengthen the vocational-academic link, the students should be provided with passages from vocational texts that illustrate a process or a set of instructions. The passages should include interference **in the message**. Students should skim and scan the passages for important ideas. Students, playing the part of a supervisor sending a brief memo to a new employee, should remove the interference and summarize the important ideas of the passage. Student partners should then orally present corrected memo content to one another, demonstrating the dissemination of information to a new employee. Use the Evaluation Form for Listening and Speaking found in the appendix to assess students individually.

Blueprint Word-Processing Test

True/False: Use "A" for true and "B" for false.

___ 1. Information that is communicated to a person or group is called the message.

___ 2. Interference from the sender means that the sender is providing inaccurate information in the message.

___ 3. Deadlines are always a disadvantage to communication.

___ 4. The sender is the person or group receiving the message.

___ 5. Listening is the physical act of receiving sound.

___ 6. Skimming helps you locate specific details in an article.

___ 7. You hear your teacher speaking, but you listen to what your friends are saying.

___ 8. Scanning is listing the important points of the article.

___ 9. Interference from the environment means that the receiver is not listening with an open mind.

___ 10. When summarizing, include your own words and the writer's important ideas.

___ 11. When summarizing, scan the article and then write the summary.

___ 12. It is important to think about the audience and to match the message to the receiver when you speak in the workplace.

___ 13. When the sender uses inappropriate words, signals, or images, there is interference in the message.

___ 14. When scanning an article, you are reading for specific details.

___ 15. Writing is the product produced when thoughts are put on paper.

Multiple Choice: Select the best response.

16. Prewriting is

    a. putting ideas on paper.
    b. what is written.
    c. thinking about your writing task.
    d. presenting written work in final form.

17. Drafting is

    a. looking for better ways of expressing ideas.
    b. thinking about your writing task.
    c. correcting spelling, punctuation, and structural errors.
    d. putting ideas on paper.

18. Editing is

    a. taking notes.
    b. correcting spelling, punctuation, and structural errors.
    c. looking for better ways to express ideas.
    d. putting ideas on paper.

19. When you speak on the job, your first step is to

    a. use word cues.
    b. put information in a form the receiver will recognize.
    c. decide what to say.
    d. use proper language and grammar.

20. A possible solution to interference in the message is to

    a. select precise terms.
    b. expect realistic deadlines.
    c. listen with an open mind.
    d. select an appropriate form.

21. When scanning, you should

    a. read for the overall idea or main point.
    b. look for specific details.
    c. note the title and subtitles.
    d. look at illustrations.

22. A possible solution to interference from the receiver is to

   a. include all necessary information.
   b. stay calm and organized.
   c. avoid wordiness.
   d. avoid prejudging the sender or the ideas.

23. A possible solution if deadlines are a barrier to communication is to

   a. select an appropriate form.
   b. listen for key words and main ideas.
   c. expect and set realistic deadlines.
   d. listen and read for familiar or precise terms.

24. A possible solution to interference from the sender is to

   a. select a quiet place.
   b. listen with an open mind.
   c. listen and read for familiar or precise terms.
   d. politely ask receiver for feedback.

25. A possible solution to interference from the environment is to

   a. stay calm and organized.
   b. select precise terms.
   c. close the door.
   d. listen with an open mind.

Blueprint Word-Processing Answer Key

1. A
2. A
3. B
4. B
5. B
6. B
7. A
8. B
9. B
10. A
11. A
12. A
13. A
14. A
15. A
16. C
17. D
18. B
19. C
20. A
21. B
22. D
23. C
24. D
25. C

Module 2:
Gathering and Using Information in the Workplace

LESSON 2

Introduction

Life Exploration

The purpose of this activity is to give the student realistic expectations and practice in locating information, matching the source to the information needed, developing questions, and taking notes regarding the cost of living. The lesson should be started with a whole-class brainstorming session specific to life needs and costs. The student will then list what he or she personally considers to be critical needs (i.e., owning a car, renting an apartment, paying utilities, etc.). The student will consult with a knowledgeable adult and make a list of possible sources of information. At least fifteen open and closed questions will be written and submitted by the student for evaluation. Using the sources previously selected, the student will gather accurate and realistic answers to the questions. These answers should be submitted in report form.

LIFE EXPLORATION REPORT FORM

Part I

Information Needs	Information Sources	Information Gathered

Part II

Use the information gathered in Part I to write a summary of your search. Evaluate and discuss the material. Include a complete exploration of your needs and sources, and your results. Discuss how this new information you gathered affects your thinking about your future.

LESSON 5

Application

Use the model in Lesson 5 to have students create, use, or teach other students to use their own database system.

Follow-up

Find three database sources on one narrowly searched topic. Write a report that includes a bibliography for documentation.

Module 3:
Using Problem-solving Strategies

Suggested Activities

1. Introduce the unit by explaining the manufacturing process in one of the following ways:

   a. Take a class field trip to a local industry that makes a product.
   b. Send representatives of each group (personnel, production, sales, advertising, and management) to a local industry that makes a product; have that group report to the class.
   c. Invite a speaker from a local industry to explain the production process (not too technical).
   d. Have a class discussion about the roles in business and industry in which the students are or have been employed.
   e. Have students interview someone (by phone or in person) who works in industry on the functions of the five groups (listed above in b) and report in writing or orally to the class.

2. Present information to be emphasized about Grant's Pass Containers, Inc.:

   a. Grant's Pass manufactures cardboard *containers* for milk and orange juice.
   b. They sell these containers to dairies and juice processors, **not to the general public**. Discuss wholesale vs retail sales.
   c. Emphasize the complexity of Grant's Pass's problem. Unlike the video simulation, there will be many causes and many possible solutions to the problem.
   d. Emphasize that there is no one right solution, but the students' solution must be reasonable and must fit the facts presented.

3. Introduce Grant's Pass problem solving:

   Students will work in groups to analyze data (charts, graphs, job write-ups) using the Notes for Final Report handout. These notes form the basis of the oral report given by quality control groups. Each group should appoint one member as the presenter. The presenter should use visuals (overheads, posters, chalkboard, etc.) to illustrate points. (See Oral Presentation Rating Sheet in appendix for format.) The management group does not give a report, but plans the agenda and runs the meeting--questioning, facilitating, etc. Students will need to be coached on how this type of meeting is conducted. The basic purpose is to share ideas in order to eliminate the unworkable or impractical and to analyze the possible. The meeting will fulfill the "test and evaluate" step in problem solving. After the meeting, the students will work in groups to compile a final report. See the model based on Video 3A.

4. Provide an enrichment or alternate activity:

   Research any current school problems, i.e., student parking, cafeteria, discipline, grades, smoking on campus, leaving campus for lunch, dress code, etc. Divide students into groups of three or four. Groups will:

   a. Gather data.
      1. interviews
      2. questionnaires
      3. current school policies
   b. Compile and analyze data.
   c. Write a problem statement.
   d. Brainstorm possible solutions.
   e. Choose one or two likely solutions.
   f. Test and evaluate by questioning students, teachers, and administrators.
   g. Write a final report on findings following the attached model.
   h. Give an oral report to the class.

SAMPLE REPORT FORM (USING VIDEO 3A INFORMATION)

Statement of Problem

One of the cows, Daisy, at the dairy has not eaten in twenty-four hours (cows usually eat almost continuously).

Factual Summary (Possible Sources of the Problem)

The dairy uses an electronic feeding system. A tag around the cow's neck activates the system when the cow comes to the feeder bin to eat. The entire system is operated by a computer program.

All cows are checked regularly by a veterinarian. At her checkup last week, Daisy was healthy.

A check of the feeder indicated it was operating properly. The computer was also checked and was found to be operational.

Daisy was not eating because her tag was not operating the feeder bin when she came to eat.

Possible Solutions

There are several possible solutions to this problem. First, the computer program could be changed, but it would be a long, complicated process. Second, a new tag could be ordered for Daisy, but this would take a week or more. For now, the best solution is to give Daisy an extra tag belonging to a cow that has been relocated.

Recommended Solution

Put the extra tag on Daisy to see if it activates the feeder and Daisy eats.

Actions to Be Taken

Dairy personnel should take the following steps to solve Daisy's feeding problem:

- Put another tag on Daisy.
- Make sure that the tag activates the feeder.
- Verify that Daisy is eating.
- Order a new tag for Daisy.

Future Goals

- Keep an extra tag on hand for future needs.
- Periodically check tags on all cows.

NOTES FOR FINAL REPORT OF GRANT'S PASS PROBLEM

Group ______________________________

Names ______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Statement of Problem

Factual Summary (Possible Sources of the Problem)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Possible Solutions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Recommended Solution(s)

1.

2.

Action to Be Taken

1.

2.

3.

4.

5.

Future Goals

1.

2.

3.

4.

5.

VOCABULARY ACTIVITY WORK SHEET

Directions: Define the following words by first reading them in context in the *Worktext* on the pages indicated. Then, for each word, write the definition and identify its part of speech. You may use a dictionary.

1. agenda (p. 15)
2. automated (p. 3)
3. blockbusting (p. 47)
4. brainstorming (p. 47)
5. capital (p. 2)
6. CEO (p. 14)
7. consumption (p. 21)
8. entrepreneur (p. 42)
9. logo (p. 43)
10. market share (p. 20)
11. obsolete (p. 1)
12. per capita (p. 22)
13. personnel (p. 11)
14. production (p. 8)
15. quarterly (p. 18)
16. seniority (p. 9)
17. simulation (p. 7)
18. strategy (pp. 2, 24)
19. synthesize (p. 1)
20. systematic (pp. 2, 3)

VOCABULARY TEST

Directions: Place the appropriate vocabulary words in the following passage.

An ____________________ who had invented a new potato chip presser made an appointment with the _____________ of Chip-R-Us, a major manufacturing company in Orlando. The _____________ for the meeting included a ____________________ ________-______ for updating the antique, ____________ equipment in the factory, and increasing the company's _____________ by using more _____________ assembly lines and changing the _____________ to include an eye-appealing cartoon.

The entrepreneur assured the Chief Executive Officer of Chip-R-Us that with a small _____________ outlay of $100,000, the company could increase their _____________ while decreasing the _____________ of Celebrity Chips, Chip-R-Us' largest competitor. They would probably need to hire more ______________ before the ______________ Report was due to the stockholders two months from now.

This executive didn't have the _______________ in the company to make important decisions, so he called a meeting with the Board of Directors. Together with the entrepreneur they worked to ______________ all the different facts. Then they ended the meeting by _____________ and ______________ as a group, trying to decide the future course of Chip-R-Us. By the end of the meeting, the CEO and the others had agreed to run a one-month ____________ of the changes intended by installing the invention on one assembly line and seeing if the _____________ consumption of Chip-R-Us potato chips in Orlando increased.

VOCABULARY TEST ANSWER KEY

An ENTREPRENEUR who had invented a new potato chip presser made an appointment with the CEO of Chip-R-Us, a major manufacturing company in Orlando. The AGENDA for the meeting included a SYSTEMATIC STRATEGY for updating the antique, OBSOLETE equipment in the factory, and increasing the company's PRODUCTION by using more AUTOMATED assembly lines and changing the LOGO to include an eye-appealing cartoon.

The entrepreneur assured the Chief Executive Officer of Chip-R-Us that with a small CAPITAL outlay of $100,000, the company could increase their MARKET SHARE while decreasing the CONSUMPTION of Celebrity Chips, Chip-R-Us' largest competitor. They would probably need to hire more PERSONNEL before the QUARTERLY Report was due to the stockholders two months from now.

This executive didn't have the SENIORITY in the company to make important decisions, so he called a meeting with the Board of Directors. Together with the entrepreneur they worked to SYNTHESIZE all the different facts. Then they ended the meeting by BRAINSTORMING and BLOCKBUSTING as a group, trying to decide the future course of Chip-R-Us. By the end of the meeting, the CEO and the others had agreed to run a one-month SIMULATION of the changes intended by installing the invention on one assembly line and seeing if the PER CAPITA consumption of Chip-R-Us potato chips in Orlando increased.

MODULE 3 PROBLEM-SOLVING TEST

Scenario

S&S Insurance Adjustors, Inc., with headquarters in Atlanta, Georgia, has three hundred insurance adjustors on its payroll. They serve an eight-state region that is divided into four districts.

Recently, a problem with one of the senior adjustors was brought to management's attention. Mr. Doe, who has eighteen years service with S&S, has a serious problem with his personal financial management. Last month, he had ten checks returned for insufficient funds; his twelve credit cards are maxed out; local banks will not extend any additional personal loans; and word is out in the community that Mr. Doe is a poor credit risk.

On the positive side, Mr. Doe is the top adjustor for District Four. Last year, he handled in excess of $5 million in claims, earning a 20 percent profit for S&S. His personal earnings were $100,000. His clients have the highest praise for his prompt, efficient service of their claims. He maintains a rigorous work schedule, often working fifty hours per week. His reports are filed promptly with meticulous attention to detail.

Two major insurance companies whose claims are handled by S&S have given S&S notice to present a plan of corrective action for Mr. Doe. Otherwise, they will find another insurance adjustor agency with which to do business. Currently, these two insurance companies provide 40 percent of S&S's net income.

Problem Solving

Divide the class into groups as described below.

Group 1
Five chief executive officers for S&S Insurance Adjustors, Inc.

Group 2
Four district field officers within S&S.

Group 3
Four satisfied customers of Mr. Doe.

Group 4
Two executive officers from each of the two insurance companies registering complaints against Mr. Doe.

Group 5
Two executive officers from two insurance companies that are satisfied with Mr. Doe's performance. These two companies contribute 20 percent of S&S's net income.

Your problem as a class is to come up with a plan of action for Mr. Doe that would be in the best interest of S&S. Each student will earn four grades, one for each of the following sequential problem-solving steps.

STEP 1: The student will draw his or her assignment to a problem-solving group. Meet with the group for fifteen minutes. As homework, each group member will prepare three recommendations and write them out in priority order with the first being the strongest recommendation. Provide a minimum of three strong supports for each recommendation. Prepare a report as a memorandum to the board chairperson for S&S.

STEP 2: The student will meet with his or her problem-solving group and present the memorandum. Discuss the pros and cons of all arguments presented. As a group, decide on the best recommendation to present to the general meeting, and select one member of the group to do the presenting.

STEP 3: The student will attend a general meeting of all five groups. As a group, elect a moderator. Representatives from each of the five groups will present their strongest recommendations.

STEP 4: The moderator will conduct a group discussion. The group will then arrive at a consensus on the best plan of action to present to the board chairperson. The moderator will appoint a secretary to type a memorandum to this effect.

Module 4:
Starting a New Job

LESSON 2

As an enhancement to this module, it is recommended that the instructor include exercises for practice in filling out forms such as employment applications, W-4 forms, time sheets, and health insurance forms.

LESSON 6

Part I

This activity is designed to help students identify and eliminate different kinds of stress (e.g., parents fighting, failing a class, an annoying boss, fear of AIDS, pregnancy, and insurance and car payments). Students will complete the Stress Management Work Sheet.

On a separate sheet of paper, students will write ways to deal with sources of stress that can be controlled. Students will also identify sources of support for relieving stress.

Stress Management Work Sheet

Fill in the chart below with specific examples from your own life. Place a check beside each source of stress to indicate whether the source is controllable or uncontrollable.

Source of Stress	Controllable	Uncontrollable

Part II

This activity is designed to expand the students' understanding of support networks used to relieve stress. Students will complete the Support Network Work sheet. This exercise should be used by the instructor to generate a discussion.

Support Network Work Sheet

Various sources of support are often needed to help relieve stress. List the people, places, activities, or things that you use to provide support. Indicate the type of support you expect from each provider and rate the level of effectiveness. Then, complete the statements that follow the list.

Support	Source	Satisfaction				
		Low				High
1. Family		1	2	3	4	5
2. Friends		1	2	3	4	5
3. Teachers		1	2	3	4	5
4. Professionals		1	2	3	4	5
5. Mentors		1	2	3	4	5
6. Places		1	2	3	4	5
7. Activities		1	2	3	4	5
8. Other		1	2	3	4	5

The ways in which I use my support network include . . .

The situations for which I need my support network most are . . .

The quality and size of my support network are adequate because . . .

The quality and size of my support network are inadequate because . . .

Part III

Students will use the Stress Management Action Plan to design successful life-style changes. **Note:** This chart should be used to aid the students in dealing with *controllable* stress only.

Stress Management Action Plan

Source of Stress	Method of Management	Timetable

Module 5: Communicating with Co-Workers

LESSON 1

Students construct an official network of school or workplace personnel. (The teacher could provide a list of school personnel, possibly based on the school telephone list.)

LESSON 3

1. Have students rewrite the conversation on pages 21-22 using the guidelines for effective communication on pages 18-20. Students should work in pairs to create a script. Students could also role-play scripts for class.
2. Have students rewrite the follow-up messages on pages 25-26 in at least four sentences each, demonstrating how to communicate openly and tactfully and suggesting a possible solution.

LESSON 4

After having studied the types of networks (official, functional, friendship, and grapevine), the students should be able to write a memo for each type of networking.

Discuss:

Which memo was more formal?
Which was the least formal?
Which would most likely be passed down the chain of command?
Which would most likely be verbal?
Which is most reliable?
Which is the least reliable?

Have students write at least two different types of memos.

LESSON 5

Before teaching reflective listening and assertive communication, have students role-play one of the following situations. After the role playing, teach reflective listening and assertive communication and have the students repeat the role playing using these new techniques. Videotaping both the before and after role-playing situations can be very effective. Use the "Observation Form: Role Play" as an evaluation instrument for the second role playing. See the appendix.

1. Employee disagrees with co-worker about division of job assignments.
2. Student disagrees with teacher about homework assignment or grade.
3. Employee disagrees with employer about wage scale, overtime, or job assignment.
4. Student disagrees with principal about a school policy, such as dress code, tardies, detention, parking, or lunchtime privileges.
5. Student requests parental permission that parent is unlikely to grant.
6. Student explains to parent why he or she did or did not do something.
7. Repairperson explains to customer why the "widget" isn't ready yet.
8. Customer complains to company about nondelivery of appliance.
9. Customer complains to manager about poor service in the restaurant.
10. Student complains to school cafeteria manager about spoiled food or drink.

After students have completed the Reflective Listening and Assertive Communication Exercise, discuss their reactions. Situations can then be used in role playing.

Reflective Listening and Assertive Communication Exercise

An important part of reflective listening is the ability to understand the feelings of others and to express your understanding to others. In addition, you need to understand and be able to express your own emotional reactions in a positive way. Sometimes several different feelings are the result of a situation.

POSITIVE FEELINGS		NEGATIVE FEELINGS	
happy	surprised	trapped	bored
thrilled	appreciated	frustrated	afraid
grateful	confident	selfish	confused
proud	impressed	disgusted	lonely
overjoyed	relieved	disturbed	anxious
needed		worried	neglected
pleased		guilty	embarrassed
respected		angry	puzzled

Each situation described below is one that can occur in the workplace. Some situations reflect the feelings of the worker, while others emphasize the reactions or feelings of the employer. In other words, you are putting yourself in "someone else's shoes." In addition, each situation involves your feelings. You should be concerned about how your actions affect other people's feelings.

Directions: Read each situation. Then, next to the "Y," write the feeling you might have in this situation. Next to the "O," write the feeling the other person might have. If none of the words listed above are appropriate, you may use your own words.

Your boss when you do not show up for work on the busiest day of the week.

Y ______________________________ O ______________________________

A customer in a restaurant who has had to wait more than fifteen minutes for a waiter to take the order.

Y ______________________________ O ______________________________

A personnel director who receives a thank-you letter from a person interviewed three days before.

Y ______________________________ O ______________________________

Adapted by permission from *Would I Hire Me? Preparing for Your Future*. Developed by BICEP, Barnstable Public Schools, Hyannis, MA.

A co-worker who finds out that you complained about him or her to the floor manager.

Y ______________________________ O ______________________________

An employer who has just fired you because you couldn't be trusted.

Y ______________________________ O ______________________________

An employer who expects you to do the work without any careful explanation or training.

Y ______________________________ O ______________________________

A supervisor who hassles you because you aren't dressed and groomed appropriately for the type of work you are required to do.

Y ______________________________ O ______________________________

A boss who confronts you about your coming to work "stoned."

Y ______________________________ O ______________________________

A best friend who tells lies about you to "get in good" with the boss.

Y ______________________________ O ______________________________

A co-worker who offers you two of his or her sick days since you have been hospitalized and are laid up.

Y ______________________________ O ______________________________

A co-worker who wants you to go on strike.

Y ______________________________ O ______________________________

An employer who seeks you out to tell you that you are doing a good job.

Y ______________________________ O ______________________________

An employer who finds time to thank you for your loyalty to the company.

Y ______________________________ O ______________________________

A co-worker who always "dumps" on you with personal problems.

Y ______________________________ O ______________________________

A person who finds himself or herself in a job for which he or she has no skills.

Y ______________________ O ______________________

A person who has been taking merchandise from his or her place of work without authorization to do so.

Y ______________________ O ______________________

An employer who is always talking to you negatively about your co-workers.

Y ______________________ O ______________________

A friend who "uses you" to get in good with the boss.

Y ______________________ O ______________________

A boss who reprimands you because you are wasting time talking to friends when you are supposed to be working.

Y ______________________ O ______________________

An employer who tells you, "You had better shape up or you'll be fired!"

Y ______________________ O ______________________

A customer who gives you a hard time on the telephone.

Y ______________________ O ______________________

An employer who offers to be a reference for you when you are looking for another job.

Y ______________________ O ______________________

A friend who congratulates you and encourages you when you first begin a new job.

Y ______________________ O ______________________

An employer who calls all the workers together to tell you that business is slacking off and that some workers will have to be let go.

Y ______________________ O ______________________

A work situation where you have to do the same thing over and over again.

Y ______________________ O ______________________

A co-worker who doesn't accept you as part of the group.

Y ______________________________ O ______________________________

A co-worker who smokes in the nonsmoking area.

Y ______________________________ O ______________________________

A boss who demands that you shave your beard if you are going to work for him or her.

Y ______________________________ O ______________________________

A co-worker who never listens to the supervisor's directions and then interrupts your work in order to find out what has to be done.

Y ______________________________ O ______________________________

A boss who's always in a bad mood and therefore keeps everyone on edge.

Y ______________________________ O ______________________________

A supervisor who has received three calls this week from you to say that you can't come to work because you are sick.

Y ______________________________ O ______________________________

An elderly neighbor who has asked you to do an errand and you have neglected to find out the specifics of what he or she needs or wants.

Y ______________________________ O ______________________________

A boss who has just "chewed you out" for something that you don't think was your fault.

Y ______________________________ O ______________________________

A worker who was given a difficult task to do and completed it on time and with accuracy.

Y ______________________________ O ______________________________

A co-worker who frequently requests your help to complete tasks that were assigned to him or her.

Y ______________________________ O ______________________________

A worker who meets what appeared to be an "impossible" deadline.

Y ______________________________ O ______________________________

MODULE 5 TEST

Directions: Match the following communications networks with their description. (3 points each)

___ 1. friendship

___ 2. functional

___ 3. grapevine

___ 4. official

A. shows "chain of command" in an organization

B. relays personal or business information in an informal, often incomplete way

C. delivers informal or formal information to co-workers who work closely together

D. formed entirely because of personal relationships and characterized by trust

Directions: Match the terms in the left-hand column with the appropriate definition or example in the right-hand column. (3 points each)

___ 5. culture

___ 6. nonverbal communication

___ 7. interpersonal communication

___ 8. paraphrase

___ 9. timing

___10. self-disclosure

A. choosing a suitable or unsuitable opportunity

B. telling everyone at the office about last night's date

C. vital to job success

D. eye contact; facial expression

E. workplace environment

F. restate in your own words

Directions: Write the correct term in the blank to the left of each statement. (3 points each)

__________ 11. When nonverbal and verbal communication contradict each other, the (nonverbal, verbal) is the more effective.

__________ 12. Reports are usually (formal, informal).

__________ 13. Communications sent outside of the company should be in the form of (memos, letters).

Directions: List the four parts of a memo heading. (3 points each)

14. ___________

15. ___________

16. ___________

17. ___________

Directions: Label each of the following statements as either prejudging, stereotyping, or jargon. (3 points each)

__________ 18. "I hated the last Stephen King movie! Why should I go to this one?"

__________ 19. "You're babysitting? What are you, a wimp? That's for girls!"

__________ 20. "Boot up the CPU, insert your program disk, close the door, and type WP."

__________ 21. "All parents are unreasonable. They'll never understand my problem."

__________ 22. "I won't take chemistry because I failed biology last year. I'm no good in science."

__________ 23. "I was proud of my ASVAB results, but I didn't do as well on my PSAT."

Directions: Respond briefly in complete sentences to the following situations. (10 points each)

24. You ride to work with a friend who picks you up late each day, thus making you 5-10 minutes late for work. Your boss is becoming increasingly upset about your tardiness. He confronts you saying, "If you can't get here on time from now on, you will be fired!"

    Using reflective listening, respond to this in three to four sentences.

25. Your boss consistently schedules you to close each night you work. This requires you to stay late on school nights and you are too tired to concentrate the next day. John, your co-worker, is never scheduled to close.

Using assertive communication, state in three to four sentences how you would approach this problem with your boss.

Directions: Complete the following sentence in a brief paragraph of three to four sentences.

26. When I took the opinion survey in this module, I learned that I use stereotypes or prejudgment with certain people or groups, including ______________________________;
I intend to change these attitudes by ____
____
____.

MODULE 5 TEST ANSWER KEY

1. D
2. C
3. B
4. A
5. E
6. D
7. C
8. F
9. A
10. B
11. nonverbal
12. formal
13. letters
14. To
15. From
16. Date
17. Subject
18. prejudging
19. stereotyping
20. jargon
21. stereotyping
22. prejudging
23. jargon

24-26. Answers will vary.

VOCABULARY ACTIVITY WORK SHEET

Directions: First read each of the following words in context in the *Worktext* (page numbers indicated). Then write an appropriate definition of the word. You may use a dictionary if you need it.

1. assertive communication (pp. 44-45)
2. culture (p. 2)
3. friendship (pp. 3-5)
4. functional (pp. 3-5)
5. grapevine (pp. 3-5)
6. interpersonal communication (p. 17)
7. jargon (p. 52)
8. networks (pp. 3-5)
9. nonverbal communication (p. 11)
10. official (pp. 3-5)
11. paraphrase (p. 20)
12. prejudging (p. 51)
13. reflective listening (p. 44)
14. self-disclosure (p. 19)
15. stereotype (p. 51)
16. timing (p. 19)

VOCABULARY TEST

Directions: Fill in the blanks with vocabulary words from your activity work sheet.

1. A system of communication in the workplace is called a ______________.
2. The most reliable (yet incomplete) example of number one is the ______________.
3. Each workplace has its own ______________ based on goals, values, customs, etc.
4. The ______________ network is well defined by the company's organizational structure.
5. Using ______________ not understood by the receiver can cause interference with the message.
6. When the verbal and nonverbal messages disagree, the ______________ is the one that is received.
7. ______________ is an important skill to use when a co-worker is telling you his or her problems.
8. To ______________ means to repeat a message in slightly different words.
9. If you sense the ______________ is wrong, it is better to delay the decision of the problem.
10. ______________ is a way to complain without making your listener angry.
11. A ______________ is an oversimplified opinion about a group of people.
12. ______________ is an important part of job satisfaction.
13. Communication through the ______________ network should be limited to lunches, coffee breaks, or leisure time after work.
14. Deciding in advanced that you don't like the content of a message is ______________.
15. ______________ should be avoided except in appropriate meetings such as lunches, coffee breaks, etc.
16. For example, a group of machine operators, their supervisor, and anyone who may have information or need information related to a particular product are all likely to be part of a ______________ network.

VOCABULARY TEST ANSWER KEY

1. A system of communication in the workplace is called a ___**network**___.
2. The most reliable (yet incomplete) example of number one is the ___**grapevine**___.
3. Each workplace has its own ___**culture**___ based on goals, values, customs, etc.
4. The ___**official**___ network is well defined by the company's organizational structure.
5. Using ___**jargon**___ not understood by the receiver can cause interference with the message.
6. When the verbal and nonverbal messages disagree, the ___**nonverbal**___ is the one that is received.
7. **Reflective listening**___ is an important skill to use when a co-worker is telling you his or her problems.
8. To ___**paraphrase**___ means to repeat a message in slightly different words.
9. If you sense the ___**timing**___ is wrong, it is better to delay the decision of the problem.
10. **Assertive communication**___ is a way to complain without making your listener angry.
11. A ___**stereotype**___ is an oversimplified opinion about a group of people.
12. **Interpersonal communication**___ is an important part of job satisfaction.
13. Communication through the ___**friendship**___ network should be limited to lunches, coffee breaks, or leisure time after work.
14. Deciding in advanced that you don't like the content of a message is ___**prejudging**___.
15. **Self-disclosure**___ should be avoided except in appropriate meetings such as lunches, coffee breaks, etc.
16. For example, a group of machine operators, their supervisor, and anyone who may have information or need information related to a particular product are all likely to be part of a ___**functional**___ network.

Module 6:
Participating in Groups

LESSON 2

1. Begin with the "What Do You ..." page in the appendix. Make an overhead or handout for class discussion of the Frayer Model and the What Do You pages.

2. Brainstorm names given to different kinds of groups (gang, club, confab, junta, clique, klatch, circle, class, huddle, sorority/fraternity, panel, team, platoon, council, etc.).

3. Discuss why groups in general have gotten a bad name. It is easy to condemn the concept of a group. Many still believe "If you want something done, do it yourself." Unfortunately, all of our problems cannot be solved without the assistance of others. Like it or not, we will all continue to be members of groups.

4. Discuss why we study groups. Since students will be entering the job market within the next few years, it is important that they gain an understanding of communication and groups.

5. Discuss roles in groups. Some roles are task-oriented, some are building- and maintenance-oriented, and still others are self-centered or individual. Task-oriented roles help the group achieve the task. Building roles help the group's personal dynamics so that members get along. Self-centered roles are the opposite of building roles; they are motivated by individual needs rather than group needs. Use the following information for further class discussion.

LESSON 3

Assign four students to act as a group and sit at a table in front of the classroom to discuss a preassigned topic. Have the class draw a diagram (p. 21) using names of students in the class group. While the group interacts, students should create a pattern of communication within the group as on page 21. After a few minutes, stop the discussion and ask the class to share what they learned about various roles in the group--who dominated, who was left out, etc. Then discuss how interaction could be improved. Videotape a group discussion. (This lesson could be used as an opening for the entire module.)

LESSON 4

For the Leadership Skills Observation checklist (pp. 28-29), show the video of the group discussion from Lesson 3. Assign one participant from the video to each student in class to evaluate and discuss.

Types of Leaders:

Democratic
- facilitator makes group process easier
- allows members to make suggestions on procedure and decisions
- sees task pursued collectively rather than individually
- sensitive to climate

Authoritarian
- useful when limited time is a factor
- gives direction rather than seeking suggestions
- sees group role as validating or approving leader's suggestions
- tends to foster defensive climate

Laissez-Faire
- can succeed with highly experienced groups but generally not productive
- encourages group to lead itself
- social needs satisfied
- group cannot get on task--becomes frustrated

Present material on leadership styles to class.

Divide the class into groups of five or six. Give each group three letters clipped from an advice column in the daily newspaper (do not include the columnist's response). Assign a leader to each group and instruct the leader to follow a specified leadership style (democratic, authoritarian, or laissez-faire). Make sure that at least one group represents each style. Give each group twenty minutes to write responses to the letters. At the conclusion of the exercise, compare the progress made by each group. Discuss the effects each leadership style had on task and maintenance roles.

If you need an evaluation instrument, check Module 3 Test, which could be adapted for use with Module 6.

Group Task Roles

1. Initiator--proposes new ideas, goals, procedures, methods, and solutions.

2. Information seeker--asks for facts, clarification; suggests more information needed in order to make decisions.

3. Information giver--offers facts and information, personal experiences, and evidence (only

information useful in accomplishing the task).

4. Opinion seeker--draws out convictions and opinions of others, or asks for clarification of position or values involved.

5. Opinion giver--states own belief or opinion; expresses a judgment.

6. Energizer--prods group to greater activity or to a decision; stimulates activity or warns of need to act while there is still time.

7. Recorder--takes notes.

Building or Maintenance Roles

1. Supporter--praises, agrees, indicates warmth and solidarity with others, or goes along with others.

2. Harmonizer--mediates differences between others, reconciles disagreement, or conciliates.

3. Tension reliever--jokes or brings out humor in a situation; reduces formality and status differences; relaxes.

4. Gatekeeper--helps group stay on task by reminding everyone of deadlines and goals.

Self-Centered Roles

1. Blocker--constantly raises objections; insists nothing can be done; brings up the same topic after the rest of the group are done with it.

2. Aggressor--deflates status of others; expresses disapproval; jokes at the expense of another member; expresses ill will or envy.

3. Recognition seeker--boasts; calls attention to self; relates irrelevant personal experiences; seeks sympathy or pity.

4. Playboy/girl--displays a lack of involvement in group task by making jokes and cynical comments and through horseplay and ridicule.

Variables to Group Communication

1. Self-perception--if everyone expects a person to behave in a certain way, he or she probably will.

2. Values--differences will cause people not to be involved or to ignore the issue.

3. Semantics--unless there is a clarifier, words used out of context may cause some people to react negatively.

Maslow's Hierarchy of Needs/Motives

Draw Maslow's Hierarchy on the blackboard, a poster, a flip chart, or an overhead. Discuss the importance of the needs from bottom to top. The absence of one of these needs creates a motive.

1. Physiological--the need for food, water, air.
2. Safety--the need for shelter; freedom from harm.
3. Love and belonging--the need to feel that one is a part of a family or group.
4. Self-esteem--the need to value one's self, to feel worthwhile.
5. Self-actualization--the need to develop and grow as a person, to realize potential.

Rules of Brainstorming

1. Write down all ideas. No matter what your reaction to it is, jot it down.
2. Share all your ideas with the group.
3. Withhold evaluation of any idea or comment.
4. Reward members of the group for voicing ideas.

Group Brainstorming Activity

Lost on the Moon

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship and destroyed all the equipment on board, except for the 15 items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to rank the 15 items in terms of their importance for survival. Place number one by the most important item, number two by the second most important, and so on through number 15, the least important.

______ Box of matches

______ Food concentrate

______ Fifty feet of nylon rope

______ Parachute silk

______ Solar-powered portable heating unit

______ Two .45 caliber pistols

______ One case of evaporated milk

______ Two 100-pound tanks of oxygen

______ Stellar map (of the moon's constellations)

______ Self-inflating life rafts

______ Magnetic compass

______ Five gallons of water

______ Signal flares

______ First-aid kit containing injection needles

______ Solar-powered FM receiver transmitter

You and four to seven other persons should take the test individually, without knowing each other's answers and then take the test as a group. Share your individual solutions and reach a consensus--one ranking for each of 15 items that best satisfies all group members.

When you have completed your rankings, enter them in column one on the next page. When you are put into groups, write the other group members' answers in the remaining columns (all columns will not be used). After discussion, write the consensus in the column labelled "Group." (NASA's answers are found on pages 7-8.)

From "Decisions, Decisions, Decisions," by Jay Hall, *Psychology Today*, November 1971. Reprinted with permission of the author. No other reproductions may be made.

GROUP SUMMARY SHEET

INDIVIDUAL PREDICTIONS

	1	2	3	4	5	6	7	8	9	10	11	12	Group
Box of matches													
Food concentrate													
50 feet of nylon rope													
Parachute silk													
Portable heating unit													
Two .45 caliber pistols													
One case of evaporated milk													
Two hundred-pound tanks of oxygen													
Stellar map (of the moon's constellations)													
Life raft													
Magnetic compass													
Five gallons of water													
Signal flares													
First-aid kit containing injection needles													
Solar-powered radio													

Answers to "Lost on the Moon"

Items	NASA's Reasoning	NASA's Ranks
Box of matches	No oxygen on moon to sustain flame; virtually worthless	15
Food concentrate	Efficient means of supplying energy requirements	4
Fifty feet of nylon rope	Useful in scaling cliffs, tying injured together	6
Parachute silk	Protection from sun's rays	8
Solar-powered portable heating unit	Not needed unless on dark side	13
Two .45 caliber pistols	Possible means of self-propulsion	11
One case of evaporated milk	Bulkier duplication of food concentrate	12
Two 100-pound tanks of oxygen	Most pressing survival need	1
Stellar map (of the moon's constellations)	Primary means of navigation	3
Self-inflating life raft	CO^2 bottle in military raft may be used for propulsion	9
Magnetic compass	Magnetic field on moon is not polarized; worthless for navigation	14
Five gallons of water	Replacement for tremendous liquid loss on lighted side	2
Signal flares	Distress signal when mother ship is sighted	10
First-aid kit containing injection needles	Needles for vitamins, medicines, etc., will fit special aperture in NASA space suits	7
Solar-powered FM receiver-transmitter	For communication with mother ship, but FM requires line-of-sight transmission and short ranges	5

Error points are the absolute difference between your ranks and NASA's (disregard plus or minus signs).

Scoring for individuals:

0 - 25 = excellent
26 - 32 = good
33 - 45 = average
46 - 55 = fair
56 - 70 = poor
71 - 112 = very poor, suggests faking or use of earth-bound logic

Suggested Alternate Brainstorming Activity

Select a schoolwide problem. Brainstorm for solutions to problem. Evaluate the solutions.

VOCABULARY LIST

Directions: Look up the following terms in your *Worktext* (page numbers indicated). Write a sentence using each term. You may use the dictionary, if needed.

1. ambiance (video)
2. appraisal (p. 40)
3. cohesiveness (p. 34)
4. consensus (p. 17)
5. content (p. 65)
6. controversy (p. 28)
7. criteria (p. 40)
8. cues (p. 17)
9. draft (p. 74)
10. dynamic (p. 46)
11. gatekeeper (p. 17)
12. harmony (p. 47)
13. influential (p. 17)
14. initiate (p. 17)
15. integrates (p. 17)
16. interaction (p. 73)
17. monitors (p. 17)
18. problem-oriented (p. 27)
19. process (p. 65)
20. tolerance (p. 70)

VOCABULARY TEST

Directions: Match the following words with their synonyms.

___ 1. ambiance
___ 2. initiate
___ 3. consensus
___ 4. gatekeeper
___ 5. integrates
___ 6. monitors
___ 7. cues
___ 8. influential
___ 9. cohesiveness
___ 10. controversy
___ 11. harmony
___ 12. dynamic
___ 13. problem-oriented
___ 14. content
___ 15. process
___ 16. interaction
___ 17. draft
___ 18. tolerance
___ 19. criteria
___ 20. appraisal

A. signals
B. peace
C. agreement
D. persuasive
E. begin
F. task related
G. atmosphere
H. body
I. coordinates
J. method
K. taskmaster
L. exchange
M. checks
N. rough copy
O. powerful
P. acceptance
Q. togetherness
R. characteristics
S. quarrel
T. judgment

VOCABULARY TEST ANSWER KEY

1. G
2. E
3. C
4. K
5. I
6. M
7. A
8. D
9. Q
10. S
11. B
12. O
13. F
14. H
15. J
16. L
17. N
18. P
19. R
20. T

Module 7:
Following and Giving Directions

LESSON 2

The order form on page 10 contains computation errors. Have students find the errors and correct them. Make copies of the order form on page 104 of the Instructor's Guide for students to use in writing a new order or use the order form as a transparency so that the class can do the activity as a group.

FYI telex (teleprinter connected to telephone) technology may have been replaced by fax machines.

For Application, page 11, emphasize that students must take notes while the teacher reads the instructions for making a room reservation from the Instructor's Guide.

LESSON 3

1. Use sample employment applications (see appendix).
2. Prepare a list of commonly used abbreviations on job applications.
3. Have student take the vocabulary test that follows.

VOCABULARY TEST

___ application
___ benefits
___ bonded
___ career goals
___ convicted
___ compensation
___ dependents
___ employment agency
___ maiden
___ opportunity
___ position
___ personal
___ personnel
___ qualifications
___ references
___ resumé
___ specify
___ skill
___ status
___ terminations

1. people you support with money you earn
2. found guilty
3. pays if you are injured or out of work
4. a form for asking for a job
5. extras (vacation pay, insurance, etc.)
6. a business that will try to find you a job
7. insured--the insurance company pays the boss if an employee steals from the employer
8. jobs you would like to aim for some day
9. a job
10. a woman's name before marriage
11. a chance at something good
12. a summary of your training and experience
13. something you can do well
14. the company department that hires people
15. how things stand now
16. something that belongs to you
17. things that show that you can do the job
18. state exactly
19. resignations or dismissals
20. people who know you and will say good things about you

VOCABULARY TEST ANSWER KEY

4 application
5 benefits
7 bonded
8 career goals
2 convicted
3 compensation
1 dependents
6 employment agency
10 maiden
11 opportunity
9 position
16 personal
14 personnel
17 qualifications
20 references
12 resumé
18 specify
13 skill
15 status
19 terminations

LESSON 5

Variation of Follow-Up, page 44: Have each student explain a process or the use of a piece of equipment to a partner. The student must have a prop--the tool itself or a chalkboard. Have the student and partner perform in front of the class. The teacher and one student should evaluate the direction giver only, using the checklist on page 43. The teacher and the student evaluator should then explain and discuss the evaluations with the class.

LESSON 5 OR 6

Have groups of student create a small model with manipulatives (plastic or wooden building blocks, building logs, etc.). Then have the groups compose an oral or written set of directions to recreate the model. Have another group check for accuracy by trying to duplicate the model.

For Application, page 52, use the format on pages 47-48 for creating written directions. Run off copies of the checklist on page 49 for evaluating the completed assignment.

MODULE 7 TEST

Directions: Name the three steps to follow in giving directions.

1.

2.

3.

Directions: Choose the appropriate section of the equipment manual for each problem listed below:

A. Table of Contents
B. Introduction
C. Training
D. Troubleshooting
E. Maintenance
F. Index
G. Glossary

___ 4. You want to know how often to change the belt on your vacuum cleaner.

___ 5. Your lawn mower won't start and is making a strange noise.

___ 6. You're reading your manual and it tells you that your EGV valve is very important, but you don't know what it is.

___ 7. You can't find "tire pressure" in the Table of Contents.

___ 8. You want to learn how to operate your new lawn mower.

___ 9. You want to know what page the Troubleshooting Guide is on.

___ 10. You're not sure how to use the manual.

11. Sixty-five percent of all service calls could be avoided if people ____________________

____

____

Directions: Match the following graphics with their uses:

___ 12. Flowcharts

___ 13. Descriptive charts

___ 14. Illustrations

___ 15. Troubleshooting

A. Used to diagnose a problem

B. Show steps of process

C. Used to present all information on a complicated topic

D. Pictures that show the relationship of parts or charts to finished product

16. Imagine that you are a physical therapist and have been asked by a patient's family to write a set of directions for climbing stairs using crutches. The client is wearing a walking cast on his right leg.

    Use the above illustration to help plan your directions. The directions should be based on the position of the feet. Make a list of what to do and how to do it. You will want to pay special attention to the order of the steps in your directions. After you have written the directions, read them over and revise if necessary.

MODULE 7 TEST ANSWER KEY

1. Plan what you must do.
2. Check your understanding.
3. Clarify any information you do not understand.
4. E
5. D
6. G
7. F
8. C
9. A
10. B
11. Sixty-five percent of all service calls could be avoided if people would just read the operating instructions that are provided by equipment manufacturers.
12. B
13. C
14. D
15. A
16. Answers will vary. Listed below are some possible directions.

Walking up stairs safely on crutches

- Stand at the bottom of the stairs with both feet on the floor and both crutches on the floor.
- Place good leg on the first step.
- Bring crutches and injured leg up on the step.
- Place good leg on the second step.
- Bring crutches and injured leg on the step.
- Repeat the sequence until the client reaches the top of the stairs.

HELPFUL HINTS FOR SUCCESSFUL JOB APPLICATION EXPERIENCES

Applying for a job is both a challenge and a skill. Just as people are excited by a challenge, they usually are realistic enough to realize that a challenge can't be met without first learning and perfecting the skills associated with the challenge.

Every day people seek employment. They do so in many different ways. One way that is generally accepted as a productive means of gaining employment is that of filling out a job application. From the high-level executive position to the entry-level position, applications give the employer an opportunity to "view" the applicant and determine whether that person has the necessary qualifications and skills for productive employment.

Below are some helpful hints to make the job application process a successful one.

- Apply to many different places.
- Prioritize your talents, interests, and abilities and record those that are compatible with the desired position.
- Make sure to collect all necessary information prior to actually transferring it to the job application form.
- Be truthful in the information that you place on the form.
- Read through the entire application before beginning to fill out the particular information requested.
- Complete the application, if possible, in the privacy of your home so that it can be filled out with care, neatness, and accuracy.
- Make sure that the form is completed neatly with legible handwriting or accurate typewriting.
- Don't put too many restrictions on the job that you are seeking because that lessens your chances for being a potential candidate.
- Make a final proofreading check once the application is completed.
- Seek recommendations from personal friends and professional people and attach these letters of character reference to the application.

Adapted by permission from *Would I Hire Me? Preparing for Your Future*. Developed by BICEP, Barnstable Public School, Hyannis, MA.

- Attached a resumé to the application as a means of allowing the employer to learn as much about your qualifications as possible.
- Determine how frequently applications are processed.
- Call the employer after a reasonable time period has elapsed to ask about the status of the application.
- Be available for a personal interview and be positive about the entire experience. This practice will be valuable even if you are not hired.

Module 8:
Communicating with Supervisors

LESSON 4

Introduction

This activity should follow the discussion on nonverbal communication. The purpose of this activity is to make the student aware of his or her own nonverbal style of communication and how it can affect his or her success in interpersonal relationships.

Students should complete the Nonverbal Communication Work Sheet.

Nonverbal Communication Work Sheet

Give specific examples for each of the following categories that illustrate your use of nonverbal communication.

1. **Space**

   Home:

   Work:

   School:

2. **Body Language**

   Home:

   Work:

   School:

3. **Touching**

   Home:

   Work:

   School:

4. **Tone of Voice**

   Home:

   Work:

   School:

5. **Clothing**

   Home:

   Work:

   School:

6. **Hair, Jewelry, and Makeup**

   Home:

   Work:

   School:

LESSON 6

Introduction

The instructor will choose pairs of students to role-play the parts of supervisor and employee in front of the class. The students will demonstrate positive and negative feedback in the workplace.

Situations to role-play could include:

1. Employee has been repeatedly late to work.
2. Employee has received recognition that reflects positively on the company.
3. Supervisor has had a number of distractions that has put him or her in a bad mood.
4. Supervisor has been reprimanded by his or her supervisor and is shifting the blame.

Class members will provide feedback following each role-play.

Module 9:
Presenting Your Point of View

LESSON 4

Application

The following is a suggested addition to enhance the problem solving experienced by the employees of the Operations Department at Wolman Enterprises, Inc. The purpose of this material is to encourage students to be more assertive in presenting their points of view to an audience with differing views.

Students will be placed in groups of three and assigned the task of solving the problem of overcrowding in the employee lounge. Each student will be assigned one of three roles. The students will solve the problem at Wolman Enterprises, Inc., while assuming their given roles.

Role 1 Employee: You are middle-aged, have fifteen years' experience, and are well-liked by fellow employees. You are the elected spokesperson for the employees. Recently, you conducted a survey which showed that smokers, who number 10 percent of all employees, desire a separate lounge. The same survey showed that 86 percent of all employees expressed anger about the overcrowding and the insufficient number of appliances and snack machines. Many of the employees are aware of seldom-used closet space.

Role 2 Union Representative: You are aggressive, upwardly mobile, liberal, young, and health conscious. You are aware of contract considerations (for example, the contract states that employers must provide an employee lounge, but provision for a separate smokers' lounge is not mentioned); however, in addition to contract requirements, you must equally represent all employee concerns.

Role 3 Vice-President of Operations: You are loyal to the company. You are aware of expansion costs, as well as other more pressing needs, caused by growth within the company such as expansion of the loading dock area and the addition of more workstations.

Once the groups have compromised, they will prepare a brief, persuasive memo that resolves the problem. The teacher may request that students present their solutions orally.

Evaluation

Alternative Lessons 8-10/Unit Evaluation

The student will choose one of the occupation-specific topics listed in Lesson 8 or a current controversial topic. The student will then prepare a three-minute persuasive presentation following the Guidelines for Preparing a Persuasive Report. Each student will deliver his or her report in front of the class.

Guidelines for Preparing a Persuasive Report

1. Identify your subject and the purpose of the presentation.

2. Identify your audience.

3. State your point of view.

4. Present your first argument and supporting evidence.

5. Present your second argument and supporting evidence.

6. Present your third argument and supporting evidence.

7. Call for action.

Note: Each of the arguments must be supported by a different type of evidence: observation, personal experience, experts' opinions, or organized research.

Module 10:
Communicating with Clients and Customers

LESSON 2

Example

This is an excellent communication springboard for various customer-oriented business speakers.

Additional questions to be used with "Questions about Consumer Relations" are:

* Have you ever gone out of your way to do something unusual for a "guest?" If so, what? Why did you do it?

* Have you ever been in a situation in which a guest was really rude to you? How did you react?

* What are some examples of nonverbal communication that servers are expected to know?

* What qualities do you look for in an interviewee?

* Have you ever interviewed someone and knew immediately that he or she was *not* company material? What influenced this opinion?

* What are your expectations of your employees?

LESSON 3

Example

Have each student interview someone who has had a consumer problem. Have the students report the problem in class and discuss how the business might have successfully handled the problem while still maintaining cordial customer relations.

LESSON 4

Activity

Divide students into groups and have each group create a new product. Each group must decide the age and type of audience their product is directed toward and must develop an advertising strategy for the product. They can:

a. Make a poster.
b. Write and tape a radio or TV commercial.
c. Design a brochure or flyer.
d. Create a newspaper advertisement.

Each group will make a class presentation explaining their product, target audience, and advertising method.

LESSON 5

Additional Activity

Have each student write a letter of complaint about a product or service. The letters should be as polite and as factual as possible. If the complaints are true, have them mail the letters.

LESSON 6

Follow-up

This lesson can be used as an extra credit or homework assignment. **Remind students to get permission**. The student can use the letter on page 51 of the Instructor's Guide (reprinted on school letterhead) as a method of introduction to businesspeople.

Test Suggestions

The Application or Follow-up sections of both Lessons 8 and 9 would make excellent tests on the concepts taught in this module. Each student would play the role of employee and be evaluated on the Evaluation Form. The form would be completed by teachers and a number of peers. Perhaps a teacher or a student from another class (e.g., drama) could play the role of an irate customer. This person could play several customer characters with simple prop changes (older woman with cane, mother with baby, gum-chewing teenager).

Evaluation Form

	YES	NO
1. Employee listened actively.		
* Gave full attention to customer.	___	___
* Used eye contact.	___	___
* Clarified what client said.	___	___
* Paid attention to nonverbal behavior.	___	___
* Provided feedback.	___	___
2. Employee was courteous in speech and action.		
* Spoke pleasantly and cheerfully.	___	___
* Emphasized the positive words, attitude, and tone of voice.	___	___
* Was honest; used clean, precise language and good grammar.	___	___
3. Employee knew the product or service.		
* Was prepared to describe the merchandise or service.	___	___
* Was able to compare product or service.	___	___
* Knew the advertised specials.	___	___
4. Employee got help, if necessary.	___	___

EMPLOYEE ______________________

CLIENT ______________________

MODULE 10 VOCABULARY KEY

1. **customer**--a person who buys goods or services
2. **consumer**--one who acquires goods or services
3. **retail**--sale of commodities in small quantities to the consumer
4. **wholesale**--sale of goods in large quantities for resale by a retailer
5. **courteous**--considerate toward others
6. **efficient**--acting or producing effectively with a minimum of waste, expense, or unnecessary effort
7. **sensitivity**--quality or condition of being responsive to external conditions or stimulation
8. **grooming**--state of personal neatness and cleanliness
9. **responsive**--readily reacting to suggestions, influences, appeals, or efforts
10. **bargain**--something offered or acquired at a price advantageous to the buyer
11. **competition**--rivalry between two or more businesses striving for the same customer or market
12. **competitor**--person who competes; rival
13. **advertisement**--a notice designed to attract public attention or patronage
14. **promotional**--act of attempting to sell or popularize by advertising
15. **merchandise**--goods that may be bought or sold
16. **supervisor**--person who inspects and directs the performance of workers
17. **significant**--having or expressing a meaning; meaningful
18. **appropriate**--suitable for a particular person, condition, occasion, or place
19. **database**--computerized "library" program that is able to store large amounts of related information about people, places, objects, facts, and events
20. **profile**--biographical essay presenting the subject's most noteworthy characteristics and achievements

21. **candidate**--person who seems likely to gain a certain position or come to a certain fate

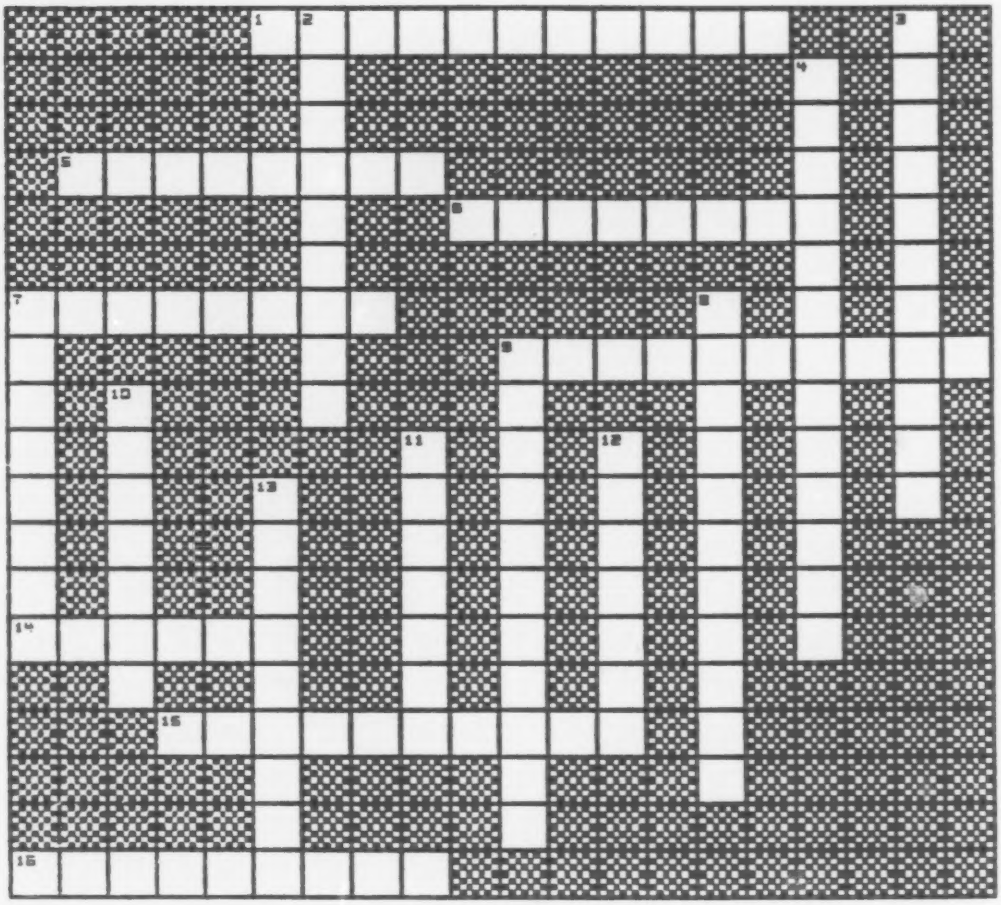
22. **clients**--one for whom professional services are rendered

23. **community**--group of people living in the same locality and under the same government

24. **software**--instructions that direct the operation of computers

25. **warranties**--assurances by seller of property that the goods or property are as represented or will be as promised

PUZZLE



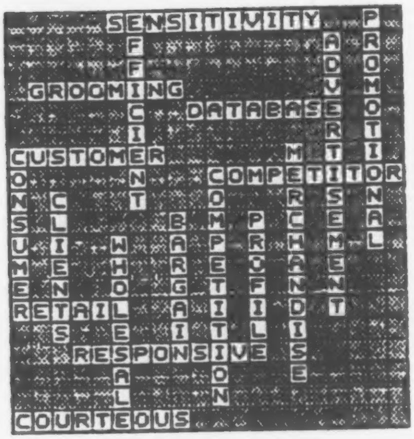
ACROSS CLUES

1. quality of condition of being responsive to external conditions or stimulation
5. state of personal neatness and cleanliness
6. computerized "library" program that is able to store large amounts of related information
7. a person who buys goods or services
9. person who competes: rival
14. sale of commodities in small quantities to the consumer
15. readily reacting to suggestions, influences, appeals, or efforts
16. considerate toward others

DOWN CLUES

2. acting or producing effectively with a minimum of waste, expense, or unnecessary effort
3. act of attempting to sell or popularize by advertising
4. a notice designed to attract public attention or patronage
7. one who acquires goods or services
8. goods that may be bought or sold
9. rivalry between two or more businesses striving for the same customer or market
10. one for whom professional services are rendered
11. something offered or acquired at a price advantageous to the buyer
12. biographical essay presenting the subject's most noteworthy characteristics and achievements
13. sale of goods in large quantities for resale by a retailer

ANSWERS: PUZZLE


SENSITIVITY
PROMOTIONAL
ADVERTISEMENT
EFFICIENT
GROOMING
DATABASE
CUSTOMER
COMPETITOR
CONSUMER
CLIENTS
WHOLESALE
BARGAIN
COMPETITION
PROFILE
MERCHANDISE
RETAIL
RESPONSIVE
COURTEOUS

BEST COPY AVAILABLE

Module 11: Making and Responding to Requests

LESSON 3

Have someone from the local telephone company speak to the class about correct telephone etiquette.

LESSONS 4 AND 5

Assign each student a different type of letter to write (inquiry, order, claim, permission, granting a request, refusing a request). The class will develop checklists to be used in evaluating the various types of letters. Students will evaluate each other's letters.

Use overhead of "Frayer Model" (see appendix) to develop criteria on business letters for checklists students are to create.

LESSON 6

Have a representative of a local office equipment company speak on and demonstrate FAX and electronic mail technology.

Suggestions

1. Use block letter style instead of modified block.

2. The Application sections of Lessons 7-10 would make excellent evaluation tools.

Module 12:
Communicating to Solve Interpersonal Conflict

It is recommended that a personality inventory be administered to students prior to implementing the material in Module 12. This information may be used in a number of exercises. Suggested inventories include LIFO, Personality Profile, and Meyers-Briggs.

LESSON 1

Follow-up

As an alternate activity to using the video, students will think of an example of interpersonal conflict that resulted in an unsatisfactory compromise for the persons involved. Students will then write a summary explaining how the conflict could have been resolved in a more constructive way.

LESSON 3

Example

Students will write a summary of Pat and Jean's problems. Begin by stating the reasons for the problems. Then, explain how each problem could have been prevented. Next, the students will suggest advice to help Pat and Jean avoid interpersonal conflicts in the future.

Module 13:
Evaluating Performance

LESSON 2A

Students will write a job description of their present or former job, or, if never employed, of the tasks they are responsible for at home. Students should follow the example in Lesson 2 as a guide.

LESSON 2B

Students may evaluate their individual classroom performance using the Performance Evaluation Form in Lesson 2 of the *Worktext*. Students may also be instructed to evaluate fellow students' performances using the same form.

LESSON 4

Follow-up

This alternative activity is to be used to reinforce goal setting. The instructor will discuss the Criteria for Goal Setting and the list of action verbs that can be observed and measured. The student will complete the Goal-Setting Work Sheet provided.

Criteria for Goal Setting

1. Goals should be specific--cover the what, when, and how of a situation.
2. Goals should be measurable--cover areas such as quantity, quality, timeliness, and costs.
3. Goals should be realistic--cover areas such as practicality, available resources, control over variables, and authority.
4. Goals should be challenging--cover areas suggesting that goals are attainable and provide a healthy stretching of abilities and efforts.

Action verbs--naming actions that can be observed and measured

access
adjust
agree
analyze
answer
apply
appraise
assemble
assign
build
calculate
call
choose
complete
conduct
construct
control
correct
delegate
distribute
establish
explain
express
find
identify
list
match
name
prepare
remit
remove
replace
report
review
select
sell
sharpen
solve
spread
state
test
write

Avoid verbs that do not name actions

appreciate
be acquainted with
be aware of
be familiar with
develop an appreciation of
develop conceptual thinking
enjoy
gain a working knowledge of
grasp the significance of
have knowledge of
increase interest in
know
learn
recognize
remember
sympathize with
think
understand

Goal-Setting Work Sheet

Directions: Identify your goals and complete the chart below according to the Criteria for Goal Setting, discussed previously. Write the goals using action verbs (naming actions that can be observed and measured).

1. **SELF**

   IMMEDIATE:

   LONG TERM:

2. **FAMILY**

   IMMEDIATE:

   LONG TERM:

3. **WORK**

   IMMEDIATE:

   LONG TERM:

4. **COMMUNITY**

   IMMEDIATE:

   LONG TERM:

5. **WORLD**

   IMMEDIATE:

   LONG TERM:

LESSON 8

Lesson 8 contains excellent activities that would be useful springboards in the preparation of a career research paper.

Module 14:
Upgrading, Retraining, and Changing Jobs

It is recommended that this module be enhanced through instruction in resumé and cover-letter writing. Interviewing skills should also be included. Teacher and student explanations are included as well as sample documents.

Strength Assessment Work Sheet 1

I have acquired the following job skills in school:

Skill	Program, Course, or Other Source
EXAMPLE: Know word processing	Took Word Processing 1 and 2

I have acquired the following job skills in part-time work:

Skill	Program, Course, or Other Source
EXAMPLE: Patience	Cleaning up in the park

I have acquired the following job skills in volunteer or leisure activities:

Skill	Program, Course, or Other Source
EXAMPLE: Persuasion	I collected funds for the Red Cross

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Strength Assessment Work Sheet 2

Listed below are ten traits. Put a check next to each one that is true of you, and describe how you used each trait in some work, school, or other activity.

Trait	Activity	
________	Teamworker	________________________________ ________________________________ ________________________________
________	Tactful	________________________________ ________________________________ ________________________________
________	Able to change	________________________________ ________________________________ ________________________________
________	Able to start things on own	________________________________ ________________________________ ________________________________
________	Self-disciplined	________________________________ ________________________________ ________________________________
________	Follow through on work	________________________________ ________________________________ ________________________________
________	Hard worker	________________________________ ________________________________ ________________________________
________	Honest and sincere	________________________________ ________________________________ ________________________________
________	Able to think	________________________________ ________________________________ ________________________________
________	Get along well with others	________________________________ ________________________________ ________________________________

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Self-Descriptive Words

Obtaining a position that is "right" for you does not happen by chance. Each step in the job-search process requires careful study and attention on your part. The image you portray both orally and in writing can frequently make the difference between whether you are hired and subsequently promoted or passed over for a more "suitable" candidate.

Words can and do make a difference. How you describe yourself and your actions or accomplishments can provide a clearer picture of your personality and initiative. Consider the following list of **self-descriptive** words.

Active
Adaptable
Aggressive
Alert
Ambitious
Analytical
Assertive
Attentive
Broad-minded
Conscientious
Consistent
Constructive
Courteous
Creative
Dependable
Determined
Diplomatic
Disciplined
Discreet
Economical
Efficient
Energetic
Enterprising
Enthusiastic
Extroverted
Fair
Flexible
Forceful
Imaginative
Independent
Investigative
Kind
Logical
Loyal
Mature
Methodical
Objective
Optimistic
Perceptive
Personable
Pleasant
Positive
Practical
Productive
Realistic
Reliable
Resourceful
Responsive
Self-reliant
Sense-of-humor
Sincere
Sophisticated
Systematic
Tactful
Talented

Consider at least five words that you haven't usually attributed to your personality. Consider how you would convince an employer that these words "reflect" you.

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Resumé Action Words

Words also have an important role to play in your preparation of a resumé. They show the degree of involvement you have had in different work environments. When chosen carefully (and honestly), **action words** in a resumé can focus on the degree of involvement you have had in previous jobs as well as help you write more concise career/job objectives. Note that some of these words are in the past tense; i.e., negotiated, trained, completed.

Accelerated
Actively
Adapted
Administer
Analyze
Approve
Complemented
Completed
Conceived
Conduct
Control
Coordinate
Created
Delegate
Delivered
Demonstrate
Develop
Direct
Edited
Effect
Eliminated
Established
Evaluated
Expanded
Expedite
Formulated
Founded
Generate
Implemented
Improved
Increased
Influence
Instituted
Instructed
Interpret
Launched
Lead
Lecture
Maintain
Manage
Motivated
Negotiated
Organize
Originate
Participated
Perform
Pinpointed
Plan
Presented
Produced
Proficient
Program
Proposed
Proved
Provide
Recommend
Reduced
Reinforced
Reorganized
Researched
Responsible
Responsibilities
Review
Revise
Schedule
Set Up
Significantly
Sold
Solve
Strategy
Streamline
Structure
Successfully
Supervise
Support
Teach

Consider the paid work you have done. Think about any volunteer or extracurricular experiences you may have had. Choose at least five words to describe your work history. Plan to use this vocabulary when drafting your resumé.

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Resumé Work Sheet

Fill out this work sheet to gather all the information you may want to include on your resumé. Think carefully about each section, so you will remember everything that may be of use to you. When you have finished, show the work sheet to one or two people who know you well and ask them if they can think of anything you have forgotten.

Education and Activities

Starting with your current school, list the names, addresses, and dates of the schools you have attended.

1. ______________________ Dates: __________
2. ______________________ Dates: __________
3. ______________________ Dates: __________

Lists any job skills you have learned in school. Keep business, computer, and industrial arts classes especially in mind.

____

____

List your school and community activities. Include all positions of responsibility held.

____

____

____

Employment

Informal jobs: List work you have done, paid for or not, for friends, relatives, neighbors, or teachers. Include names and addresses.

1. Job: __________ Name: __________ Address: __________
2. Job: __________ Name: __________ Address: __________

From *Real Life Writing Lessons*, by Paul C. Dalmas. Copyright 1985, J. Weston Walch, Publisher.

Formal jobs: List jobs with regular hours and wages. Include employers' names and addresses and the dates you held the jobs. Make note of any special responsibilities or promotions.

1. Job: ____ Employer: ____ Dates: ____

   Notes: ____

2. Job: ____ Employer: ____ Dates: ____

   Notes: ____

3. Job: ____ Employer: ____ Dates: ____

   Notes: ____

Personal
List any skills, activities, hobbies, or special interests that you have not already mentioned. State your educational and career goals. ____

____

____

References (for use when requested by an employer)
List the names, addresses, and phone numbers of three people who are willing to act as references for you. Include former employers, if possible. Otherwise, teachers, neighbors, and members of the clergy make good references.

1. Name: ____ Address: ____ Phone: ____
2. Name: ____ Address: ____ Phone: ____
3. Name: ____ Address: ____ Phone: ____

Sheila Mary Smith
425 Lake Drive
Pensacola, FL 32104
(904) 475-0211

Employment: MOTHER'S HELPER — Summers 1988-89
Pensacola, FL

Responsibilities: Daily care and supervision of two girls, ages three years and six months.

BABYSITTING — 1987-Present
Pensacola, FL

Responsibilities: Supervising four children whose ages range from twelve years to six years old.

BUTTNER'S CLOTHING COMPANY — Christmas 1990
Marianna, FL

Responsibilities: Greeting customers and assisting in the selection of their gifts; wrapping their selected items.

EDUCATION: BARNSTABLE HIGH SCHOOL
Marianna, FL

Presently a junior with the expected graduation date of May 1992. Coursework includes: Advanced Pre-Calculus, Chemistry, American Literature, and Composition.

ACTIVITIES: STUDENT GOVERNMENT: Elected treasurer of freshman and junior classes

Responsibilities: Managing class funds and organizing fund-raising events such as the dog show and food concessions at various athletic events.

JUNIOR ACTIVITY COMMITTEE: Planning of class events.

HOMEROOM REPRESENTATIVE: Representing homeroom at student government meetings.

JUNIOR PROM COMMITTEE: Organizing all activities relating to the prom.

PERSONAL: Youngest of eight children. Interests include all sports including track and powder-puff football, modeling, and ECHO activities.

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Covering All Bases with a Cover Letter

Positive and creative correspondence with potential employers is a necessary part of the job search process. Since "selling yourself" is a key factor in gaining the attention of an employer, it is extremely important to be visible, either in a job interview situation or through introductory correspondence.

An "original" typed cover letter should always accompany a resumé. This letter should be brief, businesslike, and, if possible, addressed to a specific person. If the letter is addressed to a company or a specific department, it is unlikely that it will ever reach its intended destination. An "original" is a must because a "copy" or a "form letter" appears to indicate that you are mass-mailing resumés. This assumption can destroy the personal approach you have attempted to convey in the body of the letter.

To whom should you write a cover letter? Probably the most obvious recipient is an individual whose name and job title have been included in a classified advertisement. In order to assure the personal touch, a telephone call to the company or business of the person is appropriate and in good taste.

Are there other circumstances when a cover letter is needed as part of the job search? Definitely! If you are hired in another position, it is proper employability etiquette to write and inform an employer that you have accepted another position. If you are granted an interview, a thank-you letter for the time and interest extended to you is always appropriate. If you have a friend or acquaintance in the company where you are applying and if that individual is willing to put in "a good word for you," this also should be included in the body of the cover letter.

A final piece of advice: Keep a copy of any cover letters you send. Make sure the mailing date is accurate so that you will know how soon to expect a response. An accurate record also helps you to organize your job search strategies, a skill that you will use many times in your adult life.

How long should a person wait to receive a reply or a telephone call about a requested interview? The question is difficult to answer because each employer has his or her hiring timetable. However, it is acceptable to call after a week has passed. That amount of time should be sufficient. If your letter and resumé have not been reviewed by that time, it can mean that the position has already been filled or that some other legitimate delay has occurred. A polite inquiry call is certainly acceptable.

You may have just completed a job interview and wish to follow up that experience by sending your resumé to the interviewer. You may also wish to request an interview. This action requires that you follow up the request with both a cover letter and a copy of your resumé.

What types of information should be included in a cover letter? Carefully review the sample letter provided on the following page to answer this important question.

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18 Northwest Lane P.O. Box 285 Tallahassee, Florida 30607 April 5, 19__	Include full mailing address and date.
Ms. Kathleen M. Smith Social Services Director Whitefield Health Care Center 1882 Glenwood Acres Tallahassee, Florida 30607	Include full name and title in the inside address.
Dear Ms. Smith:	
As part of my Independent Living Course at John Mathew High School, I have developed an intense interest in the field of geriatrics. From reading the April 1, 19__ issue of the *Tribune*, I understand that there is a part-time job opening for a social services assistant during the months of June through August.	State your purpose for writing.
I am presently a junior at John Mathew High School and would like to eventually go to college and specialize in the care of the elderly. I have participated in a community internship program during my sophomore year and organized recreational activities at the Senior Citizens Center. I also volunteered to distribute Meals on Wheels during the past Thanksgiving and Christmas vacations and found this experience to be very pleasurable.	Explain some items included in your resumé that show your interest and skills related to the advertised position.
I would appreciate the opportunity to talk with you about this position. I would be willing to come for an interview at your convenience. My resumé is enclosed with this letter. I can be reached at my home telephone number: 555-139-3174.	Request an interview and mention where you can be reached.
I look forward to hearing from you.	
Sincerely,	Write your complete name. Do not use your nickname.
Timothy Duffy	Type your name.
Enclosure: Resumé	

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Topic

The Job Interview and Follow-Up

Objectives

The purpose of this section is to help you:

- identify the important elements in preparing for a job interview;
- assess your readiness for a job interview;
- understand the types of questions asked on job interviews and how to answer these questions; and
- anticipate and be prepared to answer difficult interview questions.

Description

Once you effectively identify the job that fits your personality, values, and skills and prepare your resumé, it is the successful job interview that stands between you and that new job. The materials provided in this section will help you to prepare for your job interview, package yourself for the interview, and handle yourself during the interview. Read the materials carefully and answer the assessment items as honestly as possible.

Activities

- After completing the assessment instrument, meet with your parents or a teacher to discuss each of the items for which you answered "No" or "Need Help." Discuss strategies for improving in these areas.
- Role-play job interviews. Have friends, teachers, or parents critique your role playing--suggesting better ways to answer questions, problems with your appearance, the way you spoke, etc. After the critique, repeat the role-play to practice the suggested improvements.
- Review the possible interview questions highlighted in this section. Write your own answers to each of these questions. Share them with others to get suggestions for better answers. Practice your answers.
- Ask adult friends who hire people to interview for practice. After each of these interviews, ask for suggestions for improving your interviewing ability.
- Read the "Job Interview Dilemmas" and check what you think is the best response in each situation. Discuss these responses with your teachers and friends to determine the best way to respond to each of these difficult questions. As an alternative, try role playing some of these dilemmas to test your ability to deal with responses to difficult interview questions.

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- Develop some standard "thank-you" letters that you can use to follow up on job interviews.
- Ask some employers in your community which follow-up activities impress them and which do not.
- Talk to your teachers and friends. Tell them what type of job you are looking for and ask if you can use them as references. Develop different lists of references for different purposes.
- Participate in an in-depth information interview to get a more realistic view of a career in which you have an interest. Make a complete list of questions to ask during this interview. Make contact with people at the work site (personnel director, employee for two to four years in company, employee-assistance counselor) who will provide a tour as well as an opportunity to discuss your interest and the realities of this career choice.

Appearance	Yes	No	Need Help in Learning This Skill
Is your clothing appropriate for a job interview?			
Is your appearance conservative, not too much make-up or dangling jewelry, not too much cologne or after-shave lotion?			
Is your clothing clean, a proper fit, and suitable for the type of work environment you are entering?			
Are your hands and fingernails clean? Is your hair clean and fashioned in an attractive way?			
Does your physical appearance reflect adequate rest and mental alertness?			
Is your posture indicative of a positive attitude and awareness of the importance of the interview?			
Are there distractions that indicate a lack of seriousness about the interview: gum chewing, sneakers, cigarette smoking, or clothing that reflects too casual an attitude?			
Attitude			
Do you convey a positive attitude about your skills and interests in the job environment?			
Do you convey a personal initiative and a desire to be employed?			
Do you convey an enthusiastic attitude toward the job and a willingness to learn new skills?			

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	Yes	No	Need Help in Learning This Skill
Do you appear to be unsure of yourself and convey nervousness, unresponsiveness, uncertainty, or lack of competenence for performing the tasks required?			
Do you convey a pleasant, friendly personality who could "fit in" and contribute to the workplace where you are seeking employment?			
Does your attitude reflect honesty and the capacity to learn new skills and be a cooperative worker?			
Do you have a good "track record" for being responsible and following through on tasks to be performed?			
Communication Skills			
Are you able to speak clearly and think "on your feet"?			
Do you use appropriate grammar and vocabulary that reflect competence in oral communication skills?			
Are you able to answer the interviewer's questions with clarity, thereby showing that you have considered the type of information needed prior to the actual interview?			
Are you able to elaborate on basic interview questions, thereby avoiding one-word answers or a complete "communication blockage"?			
Can you answer questions directly without losing your train of thought?			
Do you try to maintain good eye contact with adults?			

Self-Knowledge	**Yes**	**No**	**Need Help in Learning This Skill**
Have you done some type of personal assessment to analyze your strengths and weaknesses?			
Do you feel confident in being able to perform the work tasks that are and may be required at the work site where you are being interviewed?			
Are you able to discuss skills that you acquired from other experiences (hobbies, sports, clubs, community work) that would be beneficial in the job you are now seeking?			
Are you able to talk about the skills you have learned in school and their adaptability to the work site?			
Have you discussed your abilities with your parents, teachers, and counselors?			
Have you given careful thought to whether you want temporary or full-time work?			
Job Knowledge			
Have you carefully researched the type of job for which you are applying?			
Do you have knowledge of the specific types of tasks required of a new employee in this job?			
Are you able to state clearly your goals for applying for this job?			
Are there opportunities for on-the-job training or apprenticeships at the job site?			

	Yes	No	Need Help in Learning This Skill
Are you prepared to discuss the courses you are presently taking or those that you have completed which have provided you with specific skills to be successful in this job?			
Are you knowledgeable about the requirements of this position (Work Permit, Social Security Card)?			
Is this a job that is seasonal in nature?			
Does the job require commuting, and if so, are you able to meet this requirement?			
Are you knowledgeable about the wages offered and the opportunities for advancement?			
Does the work site have credibility in the community?			
Are there specialized skills needed in this position?			
Packaging Preparedness			
Have you developed a resumé: a personal inventory of work attitudes, skills, and experiences that can be used as a preparation for the job interview with a potential employer?			
Is your resumé typed and ready to be presented to an employer should it be required?			
Have you contacted references: individuals who can positively and truthfully support your employability readiness?			

	Yes	No	Need Help in Learning This Skill
Is punctuality a trait that is important to you?			
Have you anticipated any problems arising at the actual interview and carefully considered alternatives and solutions?			
Have you participated in a "mock interview" with a knowledgeable adult in order to gain honest feedback for self-improvement?			
Have you studied or actually filled out a job application form so that you are aware of the types of information required?			
Have you made arrangements to have your high school transcript available in case it is requested at the job interview?			
Do you have a reputation for acting responsibly?			
Are you confident in yourself as you approach the job interview?			

Once you have engaged in this packaging preparedness exercise, you are ready to "sell yourself" as a candidate for employment. Of course, another step in the preparation process is to anticipate the questions to be asked and then to formulate careful responses to these questions.

Consider the following questions and possible responses:

"Can you tell me a little something about yourself so that I can get to know you better?"

This is the time to refer to the personal information that you usually place on your resumé. An employer cannot consider hiring you unless he or she knows something about your personality. If the employer feels comfortable with you as a person, then he or she will take the next step and consider whether you are suited for the position. Mention some of the following things:

Your hobbies and special interests

Clubs and organizations to which you belong

Parents, family background, and perhaps mutual contacts (contacts with employer's family or friends, people living in the same area, anything that establishes a personal rapport)

* * * * * *

"Have you ever done this type of work before?"

In all likelihood, you will not have done the exact job before because each position has its special features. But for sure you have done similar things. Do not say that you have never done the job, but describe what experiences you have had that relate to the position you are seeking.

You would want to mention previous work experience or volunteer experience that gives you skill in the area of the job that you are seeking and also whatever courses you have taken that relate to the position. Mention your ability and desire to learn quickly and carefully.

* * * * * *

"Why do you want to work for me? Why do you want to work here?"

Of course any answer here must be an honest one. The employer is anxious to know whether you are really serious about the position or whether you are planning to use it as a stepping stone to something else. You would probably want to think back about why you wanted this job in the first place. Mention the reputation that the company, business, organization, or individual has and how you want to be associated with that.

Mention also that you think this position will give you something that you can do well and that you will enjoy. If the position is close to your home and family, that is a definite advantage and should be mentioned. If the position pays well, you should mention that it will help you with financial responsibilities.

* * * * * *

"Why did you leave your last job? I see that you did not stay at it for a very long time."

The employer is interested in whether you had any difficulties in your last position that could recur in the new job. There are usually many reasons why a person changes jobs. If you were fired, it is better not to mention this but to say that your needs were not met in the previous job. You desired another position that better matched your training and abilities. It may be that your previous job required too much travel. It may be that it was not the best for your skills. It may be that you were unhappy and unappreciated (in your opinion). However, it is to your advantage not to criticize your previous employer because the interviewer may conclude that you would do the same if you were leaving the position you now presently seek.

On the other hand, you may have a perfectly legitimate excuse. The job was temporary. It was a seasonal job. The company had a layoff. It was a good job when you were free in the summertime but now that you are back in school, the hours are too demanding. The company reorganized and didn't need your skills any more.

* * * * * *

"Why should I hire you instead of someone else?"

This is a time when false modesty is not needed. You have worked hard to identify your personal traits and characteristics. You know yourself and you must be able to tell the employer that you are reliable, dependable, and able to get along with others. You need to be able, positively and without bragging, to mention the employability skills that have been a part of your home and school education.

* * * * * *

"When can you be available for work?"

This is a particularly important question for young people who may have years of schooling ahead of them or other family responsibilities. For older people, this is also an important question because sometimes it is not determined at the time of the interview when a person could leave his or her current job to assume another position. This is a time when it is reasonable to answer the question with a question. Ask the interviewer when he or she will need you so that you can make plans.

There is also the delicate issue of not wanting to give a specific date because you may be waiting for the results of another interview. In this instance you have to be honest and mention that you may have an opportunity to work elsewhere. Ask the employer if he or she will be making a final decision within a reasonable amount of time.

* * * * * *

"Are you looking for a permanent or temporary job?"

This is a question that is of great importance to an employer. A candidate who is seeking a permanent position usually has carefully screened his or her capabilities and has determined that the job being sought is one that is compatible with his or her career plans, financial status, and future job advancement opportunities. A temporary job, however, is usually the status of the high school student. Plans for higher education or military service could easily affect a temporary position. The key is to first carefully consider the answer based on personal assessment and future plans. Second, the candidate must answer with honesty.

* * * * * *

"What are your long-range goals?"

As a young person you probably have thought about whether you want to go on to higher education, whether you want to be hired for this job, or whether this is just an intermediate step while you continue to decide your future. The question is a legitimate one for employers because if they are interested in you as an employee, they probably want to know that they can count on you for a long period of time.

* * * * * *

"If you had a choice of any job, what type of work would you choose and why?"

The "best" answers to this question are usually given by individuals who have engaged in some self-evaluation, researched the occupational opportunities that exist, matched those opportunities to personal skills and values, and considered some long-range career goals. It is not as important to name a particular occupation. Rather, what is most revealing is the ability of the applicant to categorize his or her skills into an occupational field where these skills can be utilized. References to such remarks as "I am interested in preserving the environment, working with young children, improving the health care of older citizens, working with my hands, or working for myself" all indicate that the applicant has seriously considered his or her future.

* * * * * *

"What is your favorite subject in school? Your best subject? Your worst subject?"

Honesty is the best policy when answering this question. The direct reference to subject matter that is transferrable to the workplace and the position applied for clearly indicates the personal assessment process at work. References to personality conflicts with teachers or courses that "were a breeze" usually indicate a lesser understanding of the relationship between academic and occupational skills.

There is a growing trend among employers to ask for high school performance information. Most of this valuable data is contained in the high school transcript, which includes courses taken, grades received, and specific occupational programs or activities in which you have taken part. The transcript frequently contains your attendance record which, for most employers, is an important consideration in hiring because it can frequently indicate a student's reliability and attitude toward school and work.

* * * * * *

"Relate a problem that you had to deal with in your last job. Tell me how you analyzed the situation and determined a solution."

This question is designed to gain some knowledge of a person's analytical skills and ability to solve problems. If the answer was one in which the interviewer endured the problem in silence, a lack of initiative could be presumed. If the problem reflects a concern about ethical standards and behaviors and a desire to identify ways to solve the problem or seek employment elsewhere, there is a likelihood that this response will strike a note of respect for the integrity of the applicant. Problems can be varied and solutions of great importance.

* * * * * *

"Describe a crisis you have had to deal with and tell me how you coped with or resolved the situation."

This is a difficult on-the-spot interview question. However, the reason for it is obvious. In most work situations there are going to be times when crisis situations occur. Irate consumers, job layoffs, equipment malfunctions, production deadlines, and personality conflicts among workers and/or between employers and employees are just a few of the crises situations. How a person acts and reacts in these situations depends upon several factors: decision-making and problem-solving skills, flexibility, and the ability to adapt to change in a productive manner and with common sense. Being prepared to answer a question of this nature without getting flustered can be a prime indicator that the job candidate is a mature and responsible person. That type of assessment on the part of the employer may be the deciding factor when one candidate is chosen over several candidates with similar skills. Remember that the crisis does not have to be job-related. It can relate to a home, school, or community situation. Caution must be exercised, however, not to get bogged down in an answer that gives "your whole life story." Keep in mind the reasons for this type of question and tailor your response to address these reasons.

* * * * * *

"Have you had any experience in this type of work? If not, why have you chosen this work site for an employment opportunity?"

If you have had part-time jobs that are compatible with the position you are seeking, this is the time to discuss them. These experiences may already be listed in your resumé or in your high school transcript. If so, all the better. It gives you an opportunity to refer to both of these job-search aids in a way that is comfortable and relevant to the question being asked.

If you haven't had any experience in the job being offered, the responsibility again falls on your shoulders. Above all, you must be honest and respond in a way that puts you in the best light. For example, when asked why you want the job, you could candidly answer that you want to make money. The better response would be one that shows you want the job and will do it well. Referring to skills you possess that relate to the position will naturally create a more positive impression. Don't worry because you may never have worked before. Most employers won't hold that against you as long as you are willing to work hard, are willing to learn, and have a positive attitude.

* * * * * *

"If you had to describe yourself to someone else, what thoughts would you share?"

The responses to this question can be as varied as the individuals interviewed. However, the main idea to keep in mind is to answer in such a way that the employer can readily see that you have the personality, technical skills, and job knowledge appropriate to the position you are seeking. This puts the responsibility on your shoulders to know enough about the job you are seeking in order to match your personal, academic, and occupational skills to the job environment. The interviewer is also attempting to determine your degree of motivation for work. If you can demonstrate positive attitudes and behaviors, you are more likely to get a favorable rating on this response.

* * * * * *

"Is there anything that would prevent you from performing effectively in this job?"

The employer is trying to determine whether there might be frequent absences due to illness or other circumstances that would impede longevity and productivity in the job site. Honesty in answering this question is definitely the best policy.

* * * * * *

"My we call your previous employer?"

The intent of this question is very clear. The interviewer is trying to determine the reason(s) why you may have left a previous position. If any problems arose in your last work site, these should not be mentioned. Responses related to seeking new job skills, opportunities for advancement, relocation, or enrollment in an institution of higher learning are all acceptable. The interviewer is also seeking an information source to determine your strengths, weaknesses, and work style. If this is your first job interview, and the question about previous employment is asked, simply state that this is your first interview, but be prepared to offer the names of personal and professional references who can speak in your behalf.

* * * * * *

"Considering this job and its expectations, what do you think are your greatest strengths?"

This is a question that requires some homework on your part. It is highly probable that at least one question will relate to your knowledge of the job being offered. It is imperative that you know enough about the company, business, or organization to be able to speak to your talents, abilities, and aptitudes in relation to the job description. An applicant who demonstrates that he or she is familiar with the work site and its reputation for productivity is held in high esteem by an interviewer.

* * * * * *

"Are there any questions you would like to ask me?"

This is a time of great importance in the interview. An applicant who doesn't have any questions is likely to be one who has not seriously considered the personal career decisions related to being hired for the position. The opposite behavior where questions are asked about the nature of the job, the emphasis on productivity through joint decision-making strategies, competition versus compassion, and opportunities for growth within the organization indicates that a careful decision is being made. Questions related to personal time off, number of vacation days, overtime commitments, and weekend schedules usually produce a negative reaction. A less than enthusiastic response comes from these types of queries.

Thank-You Letters

An action that can supply more information, emphasize an important point, remind the person who interviewed you that you are still interested, or provide an opportunity to ask additional questions is writing a follow-up thank-you letter. The thank-you letter will serve to remind the interviewer of your good qualities. It can help to smooth over any negative impressions you may have given. It has been reported that employers, personnel managers, and other interviewers are most often impressed with the etiquette and concern that a thank-you letter conveys.

Caution should be exercised to keep the letter brief and only to state or clarify a position or point made during the interview. A typed letter on plain stationery is always preferable to a handwritten note. Be sure to address the letter to the individual who conducted the interview. Include his or her title as part of the inside address. Most important of all, the thank-you letter should be sent as soon after the interview as possible. A delay in writing or mailing minimizes the effectiveness of the action.

Sample Thank-You Letter

August 10, 19__	Write no later than two days from interview date.
Timothy John Kendall, President Cash Ceramic Corporation 1981 Longmeadow Road Fort Walton, FL 32223	Include full name and title of interviewer. Make sure all names are spelled correctly.
Dear Mr. Kendall:	
Thank you for your time and the interest you expressed on August 8th at the interview for quality-control supervisor of domestic sales. I found our discussion informative and rewarding.	Indicate a sincere interest in the position. Do not restate your qualifications for the job.
I am most interested in having the opportunity to work for Cash Ceramic Corporation. I look forward to hearing from you in the near future.	Be brief and also positive.

Sincerely,

Margaret D. Centybear

Margaret D. Centybear

Frequently Asked Interview Questions

What are your long-range and short-range goals and objectives?

When and why did you establish these goals?

How are you preparing yourself to achieve them?

What do you really want to do in life?

What are your long-range career objectives?

What are the most important rewards you expect in your business career?

What do you expect to be earning in five years?

Which is more important to you, the money or the type of job?

How do you think a friend or professor who knows you would describe you?

How do you determine or evaluate success?

Describe the relationship that should exist between a supervisor and those reporting to him or her?

If you were hiring a graduate for this position, what qualities would you look for?

If you could do so, how would you plan your academic study differently? Why?

Do you think that your grades are a good indication of your academic achievement?

What have you learned from participation in extracurricular activities?

In what kind of a work environment are you most comfortable?

How do you work under pressure?

In what part-time or summer jobs have you been most interested? Why?

How would you describe the ideal job for yourself following graduation?

What two or three things are most important to you in your job?

What criteria are you using to evaluate the company for which you hope to work?

Would you relocate? Does relocation bother you?

Are you willing to spend at least six months as a trainee?

Why do you think you might like to live in the community in which our company is located?

What major problem have you encountered and how did you deal with it?

What have you learned from your mistakes?

Why do you want to work here?

What interests you most about this position?

What do you know about this organization?

What job in our organization do you want to work toward?

If you had a choice of a job, anywhere, what would you choose to do?

What do you think determines a person's progress in a good company?

What are your strengths? Your weaknesses?

In what ways did your education prepare you for this job?

What qualifications do you have for this position?

What can you tell me about your present job?

Why are you leaving your present employer?

How would you evaluate your performance in your present job?

Why do you think this job will be better than your present one?

How would you describe yourself to another person?

What kind of contributions could you make to our organization?

Why should I hire you?

Why do you want to change jobs?

Why do you want to change your field of work?

Why did you major in ____________________ ?

What motivates you to put forth your greatest efforts?

What two or three accomplishments have given you the most satisfaction? Why?

What high school subjects did you like best? Why?

What qualities should a successful manager possess?

What plans do you have for continuing study?

Module 15:
Improving the Quality of Communication

It is recommended that Lessons 8-10 of this module be used as a springboard for a career report.

LESSON 5

Students will work in groups of three to collect data on a topic of interest to them (i.e., percentage of students who love, like, tolerate, or hate their jobs). The information will then be put into graphic form, using one of the charts found in Lesson 5, and shared orally with the class.

APPENDIX

MODULE 1: COMMUNICATING IN THE WORKPLACE

Listening

YES	NO	
___	___	Did the student listen with purpose or intent?
___	___	Did the student take notes?
___	___	Did the student ask questions?

Speaking

YES	NO	
___	___	Did the student use word cues to make the steps or the most important points of his or her message clear to the listener?
___	___	Did the student deliver his or her message with enthusiasm and sincerity?
___	___	Did the student speak loudly enough for receivers to hear and slowly enough for them to understand?
___	___	Did the student avoid fillers such as "um," "you know," and "like"?

MODULE 4: STARTING A NEW JOB

Presenter ______________________________

Group ________________________________

Module _______________________________

Oral Presentation Rating Sheet

Rate the presenter on a scale of 1 to 5 (1 = poor; 5 = excellent) for each trait.

TRAIT	1	2	3	4	5
1. Uses clear and readable visual material.					
2. Uses visual effectively.					
3. Speaks clearly.					
4. Uses listening cues.					
5. Has introduction, middle, and conclusion.					
6. Understands material.					
7. Uses appropriate language.					
8. Answers questions effectively.					

_____ TOTAL POINTS

9. The presenter's strengths in the presentation are

____

____

10. In future presentations, the presenter should work on

____

____

Adapted from *Implementation Guide for Applied Communication in Oregon*, Spring 1990.

Rating Sheet
Group Job Summary

Place an x in the box if the student did at least an adequate job at the task.

ACTIONS	Student 1	Student 2	Student 3	Student 4
1. Contributed constructive ideas.				
2. Paraphrased what someone else said.				
3. Encouraged others to participate.				
4. Nodded and smiled.				
5. Expressed disagreement "agreeably."				
6. Participated equally with everyone else.				

From *Implementation Guide for Applied Communication in Oregon*, Spring 1990.

MODULE 5: COMMUNICATING WITH CO-WORKERS

Observation Form: Role Play

The observer should complete the form by circling yes or no as you observe the role play.

1. The co-worker practiced openness by:

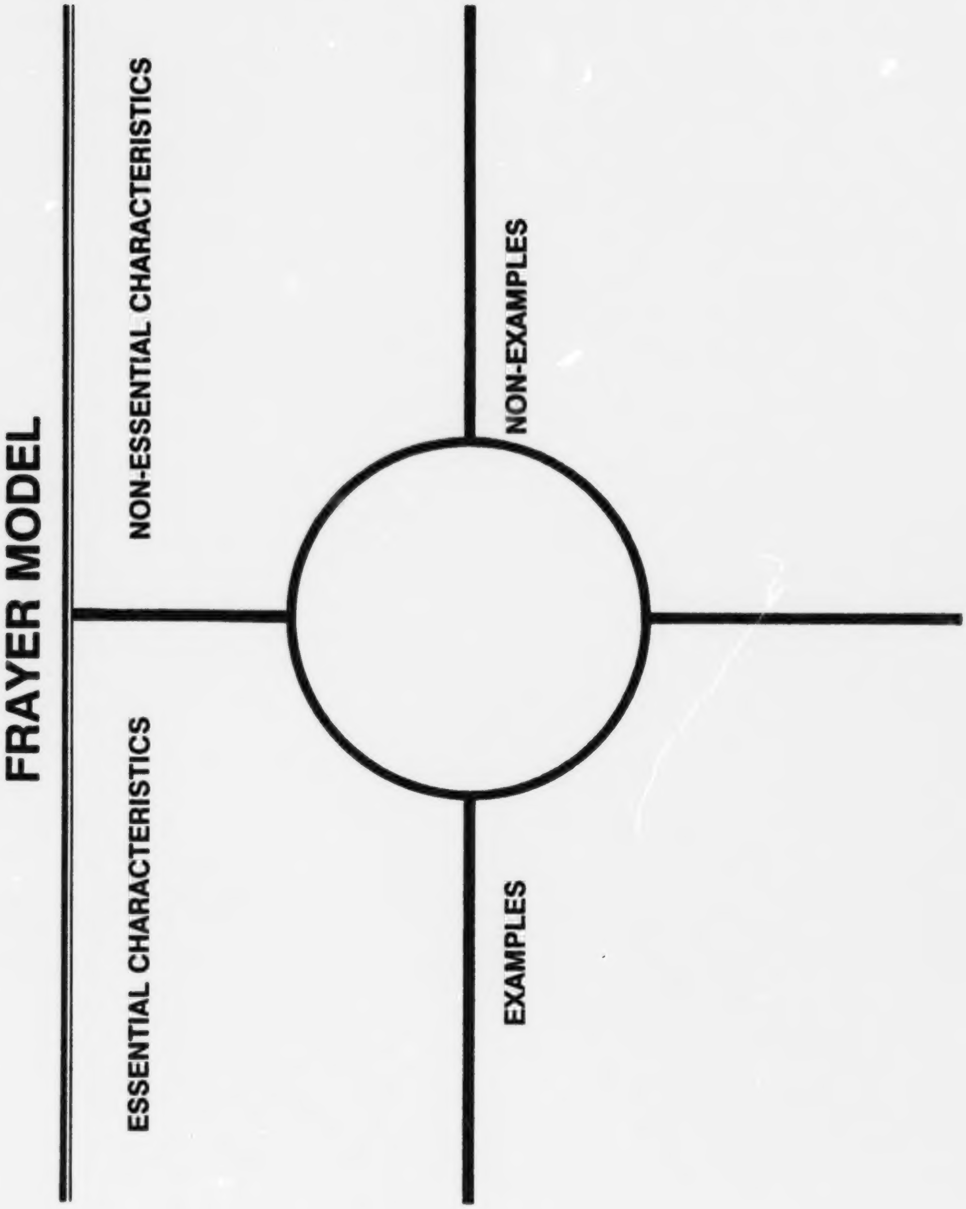
keeping quiet	yes	no
practicing eye contact	yes	no
checking understanding	yes	no
giving feedback	yes	no

2. The worker described the problem carefully.	yes	no
3. The worker said enough to describe the problem but didn't say too much.	yes	no
4. The worker asked for input from the co-worker.	yes	no

5. What was your overall impression of the communication between the worker and co-worker?

From *Implementation Guide for Applied Communication in Oregon*, Spring 1990.

MODULE 6: PARTICIPATING IN GROUPS


FRAYER MODEL
NON-ESSENTIAL CHARACTERISTICS
NON-EXAMPLES
ESSENTIAL CHARACTERISTICS
EXAMPLES

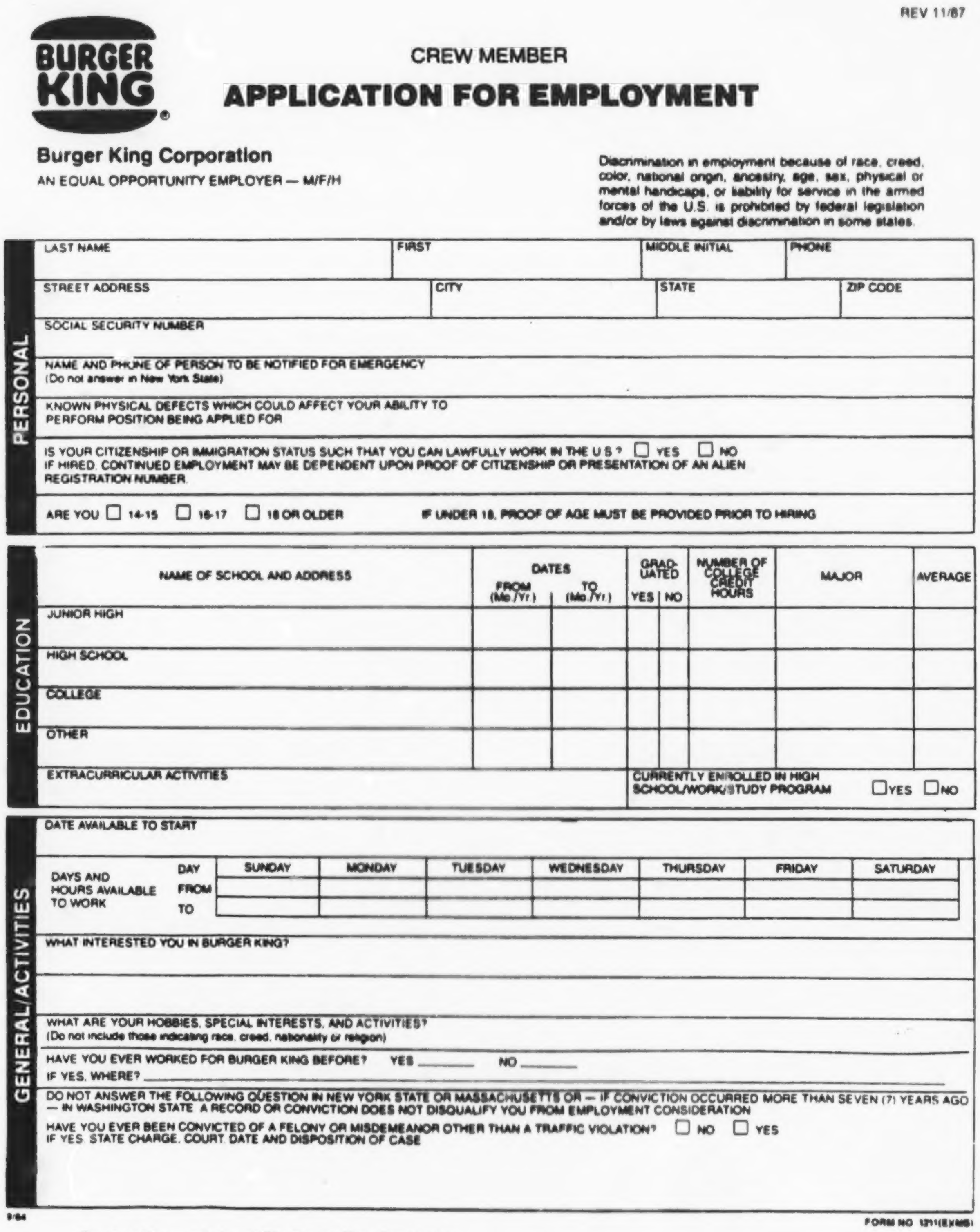
Developed by Frayer, Dorothy A., Wayne C. Fredrick, and Herbert J. Klausmeir. University of Wisconsin/Madison, 1969.

WHAT DO YOU •••

KNOW YOU KNOW?	THINK YOU KNOW?	THINK YOU'LL LEARN?	KNOW YOU LEARNED?

MODULE 4: STARTING A NEW JOB/
MODULE 7: FOLLOWING AND GIVING DIRECTIONS

Job Application Forms



REV 11/87

BURGER KING®

CREW MEMBER

APPLICATION FOR EMPLOYMENT

Burger King Corporation

AN EQUAL OPPORTUNITY EMPLOYER — M/F/H

Discrimination in employment because of race, creed, color, national origin, ancestry, age, sex, physical or mental handicaps, or liability for service in the armed forces of the U.S. is prohibited by federal legislation and/or by laws against discrimination in some states.

PERSONAL

LAST NAME	FIRST	MIDDLE INITIAL	PHONE
STREET ADDRESS	CITY	STATE	ZIP CODE

SOCIAL SECURITY NUMBER

NAME AND PHONE OF PERSON TO BE NOTIFIED FOR EMERGENCY
(Do not answer in New York State)

KNOWN PHYSICAL DEFECTS WHICH COULD AFFECT YOUR ABILITY TO PERFORM POSITION BEING APPLIED FOR

IS YOUR CITIZENSHIP OR IMMIGRATION STATUS SUCH THAT YOU CAN LAWFULLY WORK IN THE U.S.? ☐ YES ☐ NO
IF HIRED, CONTINUED EMPLOYMENT MAY BE DEPENDENT UPON PROOF OF CITIZENSHIP OR PRESENTATION OF AN ALIEN REGISTRATION NUMBER.

ARE YOU ☐ 14-15 ☐ 16-17 ☐ 18 OR OLDER IF UNDER 18, PROOF OF AGE MUST BE PROVIDED PRIOR TO HIRING

EDUCATION

NAME OF SCHOOL AND ADDRESS	DATES		GRADUATED		NUMBER OF COLLEGE CREDIT HOURS	MAJOR	AVERAGE
	FROM (Mo./Yr.)	TO (Mo./Yr.)	YES	NO			
JUNIOR HIGH							
HIGH SCHOOL							
COLLEGE							
OTHER							

EXTRACURRICULAR ACTIVITIES

CURRENTLY ENROLLED IN HIGH SCHOOL/WORK/STUDY PROGRAM ☐ YES ☐ NO

GENERAL/ACTIVITIES

DATE AVAILABLE TO START

DAYS AND HOURS AVAILABLE TO WORK								
	DAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	FROM							
	TO							

WHAT INTERESTED YOU IN BURGER KING?

WHAT ARE YOUR HOBBIES, SPECIAL INTERESTS, AND ACTIVITIES?
(Do not include those indicating race, creed, nationality or religion)

HAVE YOU EVER WORKED FOR BURGER KING BEFORE? YES ______ NO ______

IF YES, WHERE? ______

DO NOT ANSWER THE FOLLOWING QUESTION IN NEW YORK STATE OR MASSACHUSETTS OR — IF CONVICTION OCCURRED MORE THAN SEVEN (7) YEARS AGO — IN WASHINGTON STATE. A RECORD OR CONVICTION DOES NOT DISQUALIFY YOU FROM EMPLOYMENT CONSIDERATION

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR OTHER THAN A TRAFFIC VIOLATION? ☐ NO ☐ YES
IF YES, STATE CHARGE, COURT, DATE AND DISPOSITION OF CASE

9/84

FORM NO 1211(EXMB)

Reprinted by permission of The Burger King Corporation.

EMPLOYMENT/WORK EXPERIENCE

COMPANY NO 1 (Present or most recent employer)	ADDRESS/PHONE NUMBER	
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD	SUPERVISOR'S NAME/POSITION	
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO	DAYS LOST FROM WORK (Do not answer in New York State)	
REASON FOR LEAVING		

COMPANY NO 2	ADDRESS/PHONE NUMBER	
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD	SUPERVISOR'S NAME/POSITION	
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO	DAYS LOST FROM WORK (Do not answer in New York State)	
REASON FOR LEAVING		

THE INFORMATION I AM PRESENTING IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND I UNDERSTAND THAT ANY FALSIFICATION OR MISREPRESENTATION HEREIN COULD RESULT IN MY DISCHARGE IN THE EVENT I AM EMPLOYED BY THE BURGER KING CORPORATION. I AUTHORIZE BURGER KING CORPORATION OR ITS REPRESENTATIVES TO CONTACT ALL FORMER EMPLOYERS AND TO FURTHER INQUIRE AS TO ANY INFORMATION GIVEN BY ME ON THIS APPLICATION.

APPLICANT'S SIGNATURE ______________________________ DATE: __________

DO NOT WRITE BELOW THIS LINE — FOR BURGER KING RESTAURANT USE ONLY

COMPANY NO 1 REFERENCE CHECK			GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE:	☐ YES ☐ NO	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED:	☐ YES ☐ NO	PERFORMANCE:	☐	☐	☐

CHECKED BY	CONTACTED:	DATE:

COMPANY NO. 2 REFERENCE CHECK			GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE:	☐ YES ☐ NO	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED:	☐ YES ☐ NO	PERFORMANCE:	☐	☐	☐

CHECKED BY	CONTACTED:	DATE:

MANAGER'S/INTERVIEWER'S NOTES

Reprinted by permission of the McDonald's Corporation.

EMPLOYMENT APPLICATION

SOCIAL SECURITY NO __________

NAME __________ STREET ADDRESS __________
FIRST NAME MIDDLE INITIAL LAST NAME

APT NO OR BOX ______ CITY ______ STATE ____ ZIP ______ AREA CODE ____ TEL NO ______

ARE YOU 18 OR OLDER? ☐ YES ☐ NO , IF NOT, AGE ____ EVER WORKED FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION __________

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ______

HOURS AVAILABLE:		M	T	W	T	F	S	S
	FROM							
	TO							

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO HOW DID YOU HEAR OF JOB? ______ HOW FAR DO YOU LIVE FROM STORE? ______ DO YOU HAVE TRANSPORTATION TO WORK? ______

SCHOOL MOST RECENTLY ATTENDED:

NAME ______ LOCATION ______ PHONE ______
TEACHER OR COUNSELOR ______ DEPT. ______ LAST GRADE COMPLETED ______ GRADE POINT AVERAGE ______
GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ______

TWO MOST RECENT JOBS: (IF NOT APPLICABLE, LIST U.S. MILITARY, WORK PERFORMED ON A VOLUNTARY BASIS OR PERSONAL REFERENCES)

COMPANY ______ LOCATION ______
PHONE ______ JOB ______
SUPERVISOR ______ DATES WORKED: FROM ______ TO ______
SALARY ______ REASON FOR LEAVING ______ REFERENCE CHECK DONE BY

COMPANY ______ LOCATION ______
PHONE ______ JOB ______
SUPERVISOR ______ DATES WORKED: FROM ______ TO ______
SALARY ______ REASON FOR LEAVING ______ REFERENCE CHECK DONE BY

PHYSICAL: ANY HEALTH PROBLEMS OR PHYSICAL DISABILITIES WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO
DO YOU NOW HAVE OR HAVE YOU HAD WITHIN THE LAST SIX MONTHS, ANY CONTAGIOUS OR COMMUNICABLE DISEASES, OR GASTRO—INTESTINAL INFECTIONS, OR HAVE YOU EVER HAD HEPATITIS OR SALMONELLA? ☐ YES ☐ NO
EXPLAIN ANY YES ANSWERS IN DETAIL: ______

*DURING THE PAST 10 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO ______ IF YES, DESCRIBE IN FULL ______
* A conviction will not necessarily bar you from employment

1. I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with McDonald's policy. 2. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. 3. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and McDonald's retains the same rights. No McDonald's representative has the authority to make any contrary agreement.

DATE ______ SIGNATURE ______

OB PRODUCT NO 4850112 (REV 8/87)

McDonald's is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition, State and Local laws prohibit discrimination on the basis of disability and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

If you are handicapped, a disabled veteran or veteran of the Vietnam era, McDonald's invites you to voluntarily and confidentially identify yourself for equal opportunity purposes. Failure to respond will not subject you to adverse treatment, and information provided will be used only in accordance with the law and for equal opportunity purposes. ☐Handicapped ☐Disabled Veteran ☐Vietnam Era Veteran

YOUR APPLICATION WILL BE CONSIDERED ACTIVE FOR 30 DAYS-FOR CONSIDERATION AFTER THAT YOU MUST REAPPLY

McDonald's is an equal opportunity and affirmative action employer. In order to assist us in our efforts, we request that you complete the following information. Response to this request is entirely voluntary. This form shall be kept strictly confidential and will not be retained with your application or personnel files should you be hired. Information provided will be used only in accordance with McDonald's affirmative action program.

SEX
☐ Male
☐ Female

RACE/NATIONAL ORIGIN
☐ American Indian (1)
☐ Hispanic (2)
☐ Asian American (3)
☐ White (4)
☐ Black (5)

APPLICANTS — PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

APPLICANTS - PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

If hired, Federal Law requires that you furnish documentation showing your identity and that you are legally authorized to work in the United States.

SEE BACK OF THIS TAB FOR SPECIFIC DOCUMENTS NEEDED.

McDonald's®

- FLEXIBLE HOURS
- ADVANCEMENT OPPORTUNITIES
- COMPETITIVE WAGES
- WAGE REVIEWS
- PERFORMANCE REVIEW
- PAID TRAINING
- FRIENDLY WORK ENVIRONMENT
- UNIFORMS
- LIBERAL MEAL BENEFITS
- EMPLOYEE ACTIVITIES
- SERVICE AWARDS

BEST COPY AVAILABLE

U.S. law requires that, if hired, you must furnish your social security card* and one of the following documents within 72 hours of starting work:

- A card issued by Federal, State or local government showing your identity
- Driver's license, or state issued I.D. card with photo
- School I.D. card with photo
- Current INS Forms with employment authorization stamp
- U.S. passport
- Voter's registration card
- U.S. military card or other draft card

*If you do not have a social security card, you may present an original or copy of a U.S. birth certificate, or Department or State Forms FS-545 or DS-1350 or INS Forms I-327, I-571, I-197, I-179.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1989

1 Type or print your first name and middle initial   Last name
2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status ☐ Single ☐ Married
☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . . 4

5 Additional amount, if any, you want deducted from each pay . . . . 5 $

6 I claim exemption from withholding and I certify that I meet ALL of the following conditions for exemption:

- Last year I had a right to a refund of ALL Federal income tax withheld because I had NO tax liability; AND
- This year I expect a refund of ALL Federal income tax withheld because I expect to have NO tax liability; AND
- This year if my income exceeds $500 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter the year effective and "EXEMPT" here . . . . . ▶ 6 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) . . . . 7 ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶

Date ▶ , 198

8 Employer's name and address (**Employer:** Complete 8 and 10 **only if sending to IRS**)

9 Office code (optional)

10 Employer identification number

the Olive Garden®

AN EQUAL OPPORTUNITY AND AFFIRMATIVE
ACTION EMPLOYER M/F/H/V

APPLICATION FOR EMPLOYMENT

In order for you to be considered for employment, this application must be filled out in its ENTIRETY. Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

GENERAL

PLEASE PRINT

Date ______________________
Month Day Year

Name ______________________ Social Security No / /
First Middle Last

Present Address ______________________
Street City State Zip

Previous Address ______________________
Street City State Zip

Age If Under 21 ______ Birth Date If Under 21 ______ Area Code-Phone No ______
Month Day Year ☐ If none, give neighbor's

Are you legally able to work in the United States? Yes ☐ No ☐

(A SPECIFIC JOB MUST BE LISTED FOR THIS APPLICATION TO BE CONSIDERED.)

For what job are you applying? ______ Starting salary expected ______

Who referred you to The Olive Garden? ______ Date available for employment ______

Are you presently or have you ever been employed by The Olive Garden? Yes ☐ No ☐ If yes, location ______ Dates ______

Are you restricted to working
Certain hours? ☐ Yes ☐ No If yes list hours available ______
Certain days? ☐ Yes ☐ No If yes, circle days available M TU W TH F SA SU

Have you ever been convicted of a felony which has not been annulled or sealed by a court? ☐ No ☐ Yes If yes, please explain

(Convictions will not necessarily exclude you from employment, but date and type of conviction will be considered for job placement.)

Relatives employed by The Olive Garden
Name Location Relationship

(Relatives employed by the company will not necessarily exclude you from employment but will be considered for job placement to avoid a direct supervisory relationship between relatives.)

EDUCATION

Type of School	Name of School	Location of School	Courses Majored in	Last Year Completed		
High School				9 10 11 12	Diploma	Grade Avg
College				1 2 3 4	Degree	Grade Avg
Other				1 2 3 4	Degree	Grade Avg

O/G-100 (5-90) Rev-1

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Extracurricular Activities (Exclude activities relating to race religion national origin or gender) ______________________________

Leadership Positions Held (Exclude positions relating to race, religion, national origin or gender) ______________________________

VOLUNTEER & MILITARY EXPERIENCE

Volunteer Experience (Exclude activities relating to race religion national origin or gender) ______________________________

Skills Acquired ______________________________

Military Experience (If applicable) ______________________________

Skills Acquired ______________________________

BUSINESS EXPERIENCE

Previous Employer	Area Code/Phone	From Mo Year	To Mo Year	Name of Immediate Supervisor	Title
Street Address				Your Position	
City State	Zip Code	Salary		Reason For Leaving	

Previous Employer	Area Code/Phone	From Mo Year	To Mo Year	Name of Immediate Supervisor	Title
Street Address				Your Position	
City State	Zip Code	Salary		Reason For Leaving	

Previous Employer	Area Code/Phone	From Mo Year	To Mo Year	Name of Immediate Supervisor	Title
Street Address				Your Position	
City State	Zip Code	Salary		Reason For Leaving	

PHYSICAL RESTRICTIONS OR LIMITATIONS

Do you have any restrictions or limitations which would interfere with your ability to perform the job for which you applied? Examples may include back joint or limb impairments allergies to food chemicals or cooking oils asthma or other respiratory difficulties (This information is necessary to avoid a job assignment which creates an occupational hazard or will result in substantial performance restrictions due to a personal physical mental or medical restriction or limitation All information remains confidential)

YES ☐ NO ☐

If yes please explain ______________________________

NOTICE TO TIPPED EMPLOYEES: You are hereby notified that Section 3 (M) of the Fair Labor Standards Act (The Federal Minimum Wage Law) provides as follows

> "In determining the wage of a tipped employee, the amount paid such employee by his employer shall be deemed to be increased on account of tips by an amount determined by the employer, but not by an amount in excess of 45 per centum of the applicable minimum wage rate, except that the amount of the increase on account of tips determined by the employer may not exceed the value of tips actually received by the employee. The previous sentence shall not apply with respect to any tipped employee unless (1) such employee has been informed by the employer of the provisions of this subsection, and (2) all tips received by such employee have been retained by the employee, except that this subsection shall not be construed to prohibit the pooling of tips among the employees who customarily and regularly receive tips." Some states have eliminated the tip credit or require a lower percentage of tip credit than the Federal Minimum Wage Law, in which case, State Law will apply

I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. I AGREE TO CONFORM TO THE RULES AND REGULATIONS OF GENERAL MILLS RESTAURANTS, INC., AND THE OLIVE GARDEN AND MY EMPLOYMENT AND COMPENSATION CAN BE TERMINATED WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME, AT THE OPTION OF EITHER GENERAL MILLS RESTAURANTS, INC., THE OLIVE GARDEN OR MYSELF

IT IS THE POLICY OF GENERAL MILLS RESTAURANTS, INC AND THE OLIVE GARDEN TO HIRE ONLY U.S. CITIZENS AND ALIENS WHO ARE LAWFULLY AUTHORIZED TO WORK IN THE UNITED STATES. ALL POTENTIAL EMPLOYEES WILL BE ASKED TO VERIFY EMPLOYMENT ELIGIBILITY PRIOR TO BEGINNING WORK

DATE ______________ SIGNATURE OF APPLICANT ______________________________

"Your completed employment application will remain active for 90 days from the date received by The Olive Garden"

PRELIMINARY APPLICATION FOR EMPLOYMENT FOR RETAIL / WAREHOUSE / OFFICE / PLANT

WINN-DIXIE STORES
(AN EQUAL OPPORTUNITY EMPLOYER)

LAST NAME M.I. FIRST NAME DATE

STREET ADDRESS OR P. O. BOX HOME PHONE
ADDRESS SHOULD BE THAT OF A RESIDENCE - P O BOX IF NO STREET ADDRESS

CITY STATE ZIP

SOCIAL SECURITY NUMBER

Are you at least 18 years old? YES ☐ NO ☐

Are you at least 16 years old? YES ☐ NO ☐

Do you have any physical or health restrictions that might interfere with your performance?

YES ☐ NO ☐ If yes, describe

Have you ever filed for-or drawn workmens' compensation?

YES ☐ NO ☐

Have you ever been injured on the job? YES ☐ NO ☐

If yes, explain

Days available for work

Times available for work

Height Weight

Type of Work Desired: Full Time ☐ Part Time ☐

Position Desired:

Salary Expected:

How did you hear of this job opening?

Are you a student? YES ☐ NO ☐ Grade:

If not a student, last grade completed:

Dates From To

How long have you lived at the following?

Present Address Present City

Have you ever been employed by Winn-Dixie: YES ☐ NO ☐ POSITION DATE LOCATION

Names of relatives employed by Winn-Dixie:

Have you ever been convicted of a crime? YES ☐ NO ☐ If yes, explain
(Minor traffic violations excluded)

WD 41-116 (11/88)

COMPLETE INFORMATION ON OTHER SIDE

Used by permission of Winn-Dixie Stores, Inc.

WORK HISTORY

SHOW PRESENT AND PAST EMPLOYMENT INCLUDING PART - TIME EMPLOYMENT — INCLUDE MILITARY SERVICE AS AN EMPLOYER. NOTE: If previously unemployed, give three personal references over 21 years of age and their complete mailing addresses.

	LAST EMPLOYER	NEXT TO LAST EMPLOYER	SECOND TO LAST EMPLOYER
COMPANY NAME OR REFERENCES			
ADDRESSES			
SUPERVISOR NAME/ PHONE No.			
POSITION			
DATE STARTED/ DATE LEFT			
SALARY/ RATE PER HOUR			
REASONS FOR LEAVING			

Interviewer's Comments:____

____

I understand that my application will be reviewed and if there is an opportunity which the company wishes to discuss with me, I will be contacted within 30 days.

________________ DATE

________________________ SIGNATURE

If employed send preliminary application to office with completed full time or part time application form

APPLIED
COMMUNICATION

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/09/91/50 123456789/91 **GE 232 BK 91**